# Alabama College

*The State College for Women*

## The 1939
## INTER-HIGH SCHOOL MEET

*Bulletin Published Quarterly*
*By*
ALABAMA COLLEGE
Montevallo, Alabama

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The 1939

# Inter-High School Meet

To be held April 6 and 7

on the campus of

## Alabama College

Montevallo

*COMMITTEES*

Mr. W. J. Kennerly, General Chairman

Dr. M. L. Orr, Assistant

*Art:* Miss Dawn Kennedy, Chairman

*Athletics:* Miss Margaret McCall, Chairman
(Under Alabama High School Athletic Association)

*Home Economics:* Dr. Lois A. Ackerley, Chairman

*Music:* Mr. H. D. LeBaron, Chairman

*Speech and Debate:* Miss Ellen-Haven Gould, Chairman

This bulletin is entered as second class matter at the post office,
Montevallo, Alabama

All individuals offering exhibits or taking part in contests must be approved by high schools at which they are bona fide undergraduate students.

*Entry Blanks*

A school or individual desiring to enter any phase of the Meet will fill out and mail to Mr. W. J. Kennerly, the General Chairman, by *March* 24, the *Official Entry Blank* enclosed in the back of this bulletin.

The second and only other blank to be filled out and mailed is the *Registration List for State Play Day,* found in the Play Day section of this bulletin. This list must be mailed to the Secretary of the Alabama High School Athletic Association by *March* 24.

*Prompt mailing of these two lists is essential if contestants are to be eligible, and their entertainment is to be arranged.*

*Chaperons*

*Each school represented is expected to have at least one woman chaperon. Schools sending more than* 25 *students are asked to send at least two chaperons.* The chaperons will be assigned rooms near their students, and will be responsible for their conduct at the College.

# ART SECTION

The Art Section is planned in order that high school students with ability and interest in art may come together for work on art problems. All the work will be done in Montevallo, and will be evaluated by the teachers and students participating in the Meet. It will not be necessary for entrants to bring materials. Discussion and criticism will be based on the fundamental principles of art.

Groups will meet in the art studios in Bloch Hall on the following schedule:

*Thursday, April* 6

| | |
|---|---|
| 9:00-12:00 a. m. | Group I. Art Structure. The subject matter for compositions may be taken from any field of design such as costume, interior, articles for everyday use, etc. |
| 2:00- 5:00 p. m. | Group II. Sketching from the costume model in pencil, charcoal, or paint. |

*Friday, April* 7

| | |
|---|---|
| 9:00-12:00 a. m. | Group III. Water-color Painting. (Oil painting is not practical for the short period.) |
| | Group IV. Modeling. |

# STATE PLAY DAY

*Thursday, April 6, 10 A. M., to Friday, April 7, 12 Noon*

An invitation to attend State Play Day is extended to all girls who fulfill the requirements set up by the State High School Athletic Association. These regulations are published in Supplement Number 4, Point System for High School Girls, September 1, 1938, and are as follows:

To be eligible by Point System requirements for District, Section or State Play Day, a girl must be passing three major subjects at time of her application and must have passed three the preceding semester.

The 1939 District and Section Play Days shall be a combination type. All girls with the required scholarship records who submitted by June 1, 1938, and had approved soon after then an application for school award (800 points) are eligible. In addition, every high school with no girls eligible by Point System requirements may be invited to send a certain number, as determined by the host school.

To be eligible for 1939 State Play Day all girls of schools that used the Point System any time during the past three years must have submitted by June 1, 1938, and have had approved soon after that date an application for a school award (800 points) and also, must submit by January 1, 1939, and have approved soon after then an application for a state award (400 points). All girls of schools using the Point System for the first time in one, two or three years who submit by March 1, 1939, an application for a school award (800 points) earned since beginning of the school year of 1938-1939, and who have it approved soon after March 1, 1939, may be eligible.

No exception is made for a girl who attended the 1938 State Play Day or for a graduating senior, as has been done in the last few years.

If the number of girls eligible for State Play Day is too large for a successful one, the State Secretary and the Girls' Adviser shall formulate a plan for reducing the number of those to attend and the Secretary shall notify all schools concerned of the plan as early as possible before State Play Day. Each teacher will use her own method of selecting the ones to attend from her number of eligibles. *It is urged that all girls working to attend State Play Day be given an explanation of this regulation at the beginning of the year.*

The official date of application is that on which application is mailed.

Each school sending girls to a District, Section (to District Secretary) or State Play Day (to State Secretary) must pay a registration fee of $1.50 each time. The fees go into special funds to be used for expenses of Point System, Play Day, etc. The schools of any section or district may assess themselves an additional amount.

All applications for awards should be submitted to the *Chairmen* of the District Women's Committees of the Alabama High School Athletic Association, who are as follows:

*District I*

Section 1 and half of 2. Mrs. Lois Bowden, Monroeville.

Section 3 and half of 2. Betty Stuart, W. S. Neal H. S., Brewton.

*District II*

Section 1. Bebe Faircloth, Louisville.

Section 2. Mrs. O. R. Whitelock, New Brockton H. S., New Brockton.

Section 3. Laura Lee McKee, Abbeville H. S., Abbeville.

*District III*

Section 1. Laura Coleman, Livingston H. S., Livingston.

Section 2. Sara Mullen, Selma Jr. H. S., Selma.

Section 3. Mrs. Jeffie Schuessler, Baldwin Jr. H. S., Montgomery.

*District IV*

Section 1. Mrs. Roberts Brown, Lee County H. S., Auburn.

Section 2. Rebecca Hybart, Eclectic.

*District V*

Section 1. Mrs. Matt Clinton, Tuscaloosa H. S., Tuscaloosa.

Section 2. Kathleen Franklin, Oak Grove H. S., Adger, R. 1.

*District VI*

Section 1. Ruth Rowell, Sylacauga.
Section 2. Harriet Barnes, Anniston.

*District VII*

Section 1. Martha Hanson, Leighton.
Section 2. Louise Floyd, Sulligent H. S., Sulligent.

*District VIII*

Section 1. Janie Mae Bean, Eva.
Section 2. Mrs. Marguerite Armstrong, Boaz.
Section 3. Edna Keel, Joe Bradley H. S., Huntsville.

*Eligibility Lists*

The official eligibility list giving the names of and other information concerning the girls who are to take part in Play Day must be sent to Mr. Sellers Stough, Secretary of the Alabama High School Athletic Association by March 24, 1939, and must be signed by the school principal. No lists will be accepted after this date. The Registration List on page 11 of this bulletin should be used. The Official Entry Blank giving names and other information should be sent by March 24, 1939, to Mr. W. J. Kennerly, Montevallo, Alabama, in order that room reservations may be made. This form is enclosed in the back of this bulletin. *Kindly note that there are two blanks to be sent in, the one to Mr. Kennerly, and one to Mr. Stough.*

*The Point System*

The point system has been revised, and new record forms adopted. Full explanations of the system are given in the new State Course of Study in Health and Physical Education for High School Girls, issued free to teachers by the State Department of Education, and a sample point system record form can be secured free of charge from the State Department of Education. A school may make its own records from the sample, or buy printed forms from the Wetumpka Printing Company, Wetumpka, Alabama, for ten cents each for from one to five copies, or for less if a large number is ordered.

*Schedule*

Play Day will open officially with a general meeting Thursday at 10 A. M. in Palmer Hall. Prior to this hour,

each teacher and her girls must have registered with Miss Minnie Sellers in the study room of West Wing in Main Dormitory. Each girl should be in Montevallo early enough to get her room assignment before this time. At 11 A. M. Play Day participants will meet at the Field House for assignment to teams, and at 12 noon there will be a general meeting at the field. Activities will begin at 2:30 P. M., and supper will be at Camp. On Friday activities will resume at 9:15 A. M., and Play Day will end with a general meeting on the field at 11:30 A. M.

*Play Day Activities*

The following activities will be included in the program on Thursday and Friday: Circle Pole Ball, Soccer Kick Ball, Modified Track Activities, Rope Jumping, Keep Away, Human Croquet, Mass Games, Relays, Baseball, Box Hockey, Volley Ball, Newcomb, Nine Court Basket Ball, Folk Dancing, Clock Golf, Mass Badminton, Ping Pong, Shuffle Board.

Besides the State Course of Study, the following references are given for these activities: Bancroft, J. R., *Games for the Play Ground, School, and Gymnasium;* LaSalle, Dorothy, *Play Activities for Elementary Schools; Service Bulletins,* published by the National Section on Women's Athletics; Mason and Mitchell, *Active Games and Contests; Spalding Guides,* Numbers 115R, 121R, 116R.

*Physical Education Teachers*

Following the supper at Camp Thursday evening, there will be a meeting of all physical education teachers for discussion of the course of study and the point system.

Teachers are urged to read the many excellent articles in the following 1938-1939 Spalding Guides: *Basketball for Women, Soccer for Women, and the Women's Hand Book.*

*Sources of Information*

For additional information concerning State Play Day write to Mr. W. J. Kennerly, General Chairman, Montevallo; for Point System information write to Miss Minnie Sellers, Jacksonville; and for eligibility information write to Mr. Sellers Stough, Secretary, Alabama High School Athletic Association, Box 1425, Birmingham.

*Additional Instructions for Play Day*

1. Play Day guests should arrive not earlier than Thursday morning, April 6. The first meal served will be breakfast on that day. The last meal served will be lunch Friday. If exceptions are necessary, the request and reasons should be sent in advance to the General Chairman. (See page 3.)

2. Play Day entrants are requested not to enter other divisions of the Meet, time being limited.

3. Each girl is requested to bring tennis shoes and a gymnasium suit, suitable for playing out-of-doors. *Please bring warm clothes for out-of-doors in case of cold weather.* Each girl is requested to wear her point system emblem.

4. Only girls who are eligible to participate can be entertained by the College.

5. Teachers will be assigned rooms adjoining those of their groups and will be responsible for their conduct at all times.

6. Teachers are requested to see that the attire of their groups is correct. Dresses are to be worn at all times except during participation in the events of Play Day. Gymnasium suits are never to be worn on the front campus, in the parlors of the dormitories, or in Palmer Hall.

# Alabama High School Athletic Association

## REGISTRATION LIST FOR STATE PLAY DAY

*(This Blank Must Be Submitted by March 24, 1939)*

_____Alabama

_____1939

Mr. Sellers Stough, Secretary,
Box 1425,
Birmingham, Alabama.

I have assured myself that according to records on file in my office all girls whose names appear below are eligible by the rules of the Alabama High School Athletic Association to represent the _____High School in the annual State Play Day to be held at Alabama College, Montevallo, on April 6 and 7, 1939.

| SENIOR HIGH SCHOOL<br>Last Name First Name | JUNIOR HIGH SCHOOL<br>Last Name First Name |
|---|---|
| 1. | 13. |
| 2. | 14. |
| 3. | 15. |
| 4. | 16. |
| 5. | 17. |
| 6. | 18. |
| 7. | 19. |
| 8. | 20. |
| 9. | 21. |
| 10. | 22. |
| 11. | 23. |
| 12. | 24. |

Signed,

_____ _____

Chaperon. Principal.

*In addition to filling in and mailing this blank to Mr. Stough, schools entering Play Day should fill in and mail the General Information section of the Official Entry Blank at the back of this bulletin to Mr. W. J. Kennerly, Montevallo.*

# HOME ECONOMICS

Students regularly enrolled in high school home economics classes are eligible to participate in the State Home Economics Meet for high school girls to be held as a part of the Inter-High School Meet at Montevallo on April 6 and 7, 1939.

Entries for the Home Economics Meet include:

1. Food Preservation
2. Child's Play Dress
3. Boy's Wash Suit
4. Bedroom Furnishings
5. Food Preparation
6. Cosmetology
7. School Costume
8. Church Costume
9. Party Dress
10. Nursery School.

Additional information may be obtained from Mr. W. J. Kennerly, General Chairman, Alabama College, Montevallo.

## PLANS

The Home Economics Meet is a non-competitive meet. All school entries are on the same basis. Evaluation of entries is done by the high school teachers of Home Economics whose students participate in the meet. The schedule of events is so arranged that all teachers may observe all entries and have time to discuss the article or performance under consideration.

After the entries 7, 8, and 9 have been modeled in a group so that the students and teachers may have opportunity to see all entries, they will be divided according to the enrollment of high schools. Schools with enrollments under one hundred will form group A; between one hundred and two hundred, group B; over two hundred, group C.

## TRIP TO THE STATE MEET

To the Winners in Local Contests:

It is an honor for a student to have been chosen in the local contest to represent the best home economics work done in her school. It is hoped that the trip to Montevallo will help you in building standards for further improve-

ment. The spirit of the Meet is not one of competition, but of further education. We hope that you will feel free to ask questions and to take your part in evaluating your own work and the work of other students.

## SCHEDULE

*Thursday, April* 6

*Morning*

| | |
|---|---|
| 8:30- 9:30 | Registration of all home economics entries in Bloch Hall. |
| 9:30-10:00 | Meeting of all home economics teachers, Bloch Hall, 102. |
| 10:00-10:40 | General Meeting, Palmer Hall. |
| 11:00-12:00 | Modeling of Entries 7, 8, and 9. |

*Afternoon*

| | |
|---|---|
| 2:00- 2:30 | Evaluating exhibits 1, 2, 3, and 4. |
| 2:30- 3:30 | High School Girl's Costume, Entry 7. |
| 3:30- 4:30 | Food Preparation, Entry 5, Group A. |
| 4:30- 5:30 | Discussion of exhibits 1, 2, 3, and 4. |

*Friday, April* 7

*Morning*

| | |
|---|---|
| 8:00- 9:00 | Food Preparation, Entry 5, Group B. |
| 9:00-10:00 | Church Costume, Entry 8. |
| 10:00-11:00 | Food Preparation, Entry 5, Group C. |
| 11:00-12:00 | Party Dress, Entry 9. |

*Afternoon*

| | |
|---|---|
| 1:00- 2:00 | Cosmetology, Entry 6. |
| 2:00- 3:00 | Nursery School, Entry 10. |
| 3:00- 3:30 | Teachers' Discussion of Group Findings. |

## DESCRIPTION OF EXHIBIT ENTRIES

*Entry No.* 1—*Food Preservation.* (Open to Home Economics I, II, and III.)

The entries should consist of two examples of either canned vegetables, meats, fruit or jelly. They should have been prepared as part of regular classroom work.

*Entry No.* 2—*Child's Play Dress.* (Class or project work in Home Economics I or II.)

(Evaluated by check list on page 17.)

Dress must be of material suitable for play. Dimities or other thin materials will not be considered.

*Entry No. 3—Boy's Wash Suit.* (Class or project work in Home Economics I or II.)

(Evaluated by check list on page 17.)

*Entry No. 4—Furnishings for a Bedroom.* (Open to Home Economics I, II, III.)

Rug, bedspread, curtains. These are to be made by one girl in home project work. One or all may be exhibited, with itemized cost. They could be used in a bedroom to carry out a definite color scheme. A description of the room should accompany the exhibit.

Originality in design and color employing the basic art principles, along with superior workmanship, should be the basis of selection.

*Entry No. 5—Food Preparation.* (Open to Home Economics I, II, III.)

(Evaluated by check list on page 18.)

This entry is open to two students from each school who have had or are taking some work in food preparation. Entries will be limited to 33 schools selected in the order of registration. Menus and recipes which are to be used will be mailed to the teacher on receipt of the registration blank.

The purpose of the entry is to test the method and skill in food preparation and to demonstrate a standard for the finished product. After the completion of the work teachers will have an opportunity to evaluate the entries.

Suitable costume for foods laboratory must be worn by each contestant.

*Entry No. 6—Cosmetology.* (Open to Home Economics I.)

Open to the first-year home economics student selected by her class as the girl who has shown the greatest improvement in personal appearance and good grooming habits during the year.

Alabama College students will make demonstrations of shampoos, hair arrangements, care of the nails, and carefully blended make-ups. These will serve as points of discussion for the meeting. Each high school girl will bring the brush, comb, file and other materials she uses for grooming.

*Entry No. 7—School Costume.* (Open to Home Economics I and II.)

(Evaluated by check list on page 18.)

The school costume must be modeled by the girl who made the dress as a part of regular class work.

*Entry No. 8—Church Costume.* (Open to Home Economics II, III.)

(Evaluated by check list on page 18.)

The church dress must be modeled by the girl who made it as part of the regular class work, or as home project or home practice work. A hat should be included.

*Entry No. 9—Party Dress.*

Requirements same as Entry No. 8, except the dress is formal and not suitable for church. Hat may be omitted if desired.

*Entry No. 10—Nursery School.* (Open to Home Economics III.)

In this entry students will be permitted to observe in the nursery school at Alabama College and take part in the children's activities. This is intended to provide students with opportunity to put their classroom theories into practice. The group will meet for informal discussion and for evaluation of their experiences with the children.

## RULES TO BE READ CAREFULLY

1. Clothing classes must enter as a unit. This means that every girl must have done the problem. The local judging must be held after the necessary work, as described under the entry, has been completed by each student. Only the best, as selected in the local judging, should be sent to the State Meet.

2. No one girl can participate in more than three entries.

3. Only one girl from a school may participate in an entry, except Entry 5, which requires the work of a school or a team of two girls.

4. All work submitted for the contest is limited to work done since April, 1938.

5. Any girl entering the State Meet must be in good

standing in school and must have scored among the upper fourth in the school "try-out".

6. A school, whether it sends representatives or not, may enter in Entries 1, 2, 3, and 4.

7. Exhibit entries should be plainly marked with the Entry number, school, and pupil's name if an individual entry.

8. Directions for marking exhibits:

(1) A school sending or bringing an exhibit must place on top in the box containing the exhibit an inventory of all articles therein, with the name of the school, the name of each girl, the number of each entry, and the total money cost (excluding labor value) of each total entry. This must *not* be pasted to the box.

(2) The entry number, the student's name, and the school must be typed or printed in ink on white cotton cloth and sewed on the wrong side at the bottom of each garment in the back.

9. Exhibits must be received not later than Wednesday night, April 5, if mailed; and not later than Thursday morning at 8:30 o'clock, April 6, if brought in person.

10. *All representatives attending the Meet must be registered in person by* 9:30 *a. m.. Thursday, April* 6.

## POINTS FOR DISCUSSION

### CLOTHING EXHIBITS, ENTRIES 2, 3

*Children's Garments*

1. Suitability of design and material

   a. Self help aspects
      Design
      Fastenings

   b. Economic aspects
      Durability
      Provision for growth
      Ease of laundering and cleaning

   c. Artistic aspects
      Beauty of design and color
      Simplicity
      Design in scale for child

2. Workmanship
   Neatness and quality of stitching
   Thread fastened
   Reenforcement where necessary, etc.

FOOD PREPARATION, ENTRY 5

1. Personal appearance of contestant
   Costume—Suitability, cleanliness and neatness
2. Preparation of food
   Organization of time and work
   Economy and use of equipment
   Management of fuel
   Skill in preparation
   Method of preparation
   Standard products
   Appearance of table
3. Laboratory neatness
   Equipment clean and in order
   Towels clean and neatly hung

## POINTS FOR DISCUSSION

SCHOOL AND AFTERNOON COSTUMES, ENTRIES 7, 8, 9

1. General Appearance
   a. Costume—neatness of finish, pressing and cleanliness
   b. Wearer—personal hygiene, condition of hair, nails, etc.
   c. Personality, poise, graciousness
2. Style
   a. Posture of wearer
   b. Design of costume
   c. Fit of garment
3. Material
   a. Color, becomingness to wearer, suitability to purpose
   b. Design of material and trimming
   c. Wearing qualities, fastness of color, texture
4. Workmanship
5. Appropriateness
6. Accessories
7. Cost

## POINTS FOR DISCUSSION

### COSMETOLOGY, ENTRY 6

1. Hair
   a. Cleanliness
   b. Glossy and free of burned ends
   c. Brushed, combed and always in place
   d. Cut and arranged becomingly
2. Face
   a. Cleanliness
   b. Eyebrows arched but not thinned
   c. Make-up blends with the complexion and well applied
3. Hands
   a. Nails clean
   b. Shaped to suit the hand
   c. Cuticle loose and pushed back
   d. Free of broken, bitten nails
   e. Polish, when used, smooth, not cracked off, and harmonious with the girl's coloring
4. Carriage
   a. Posture—straight, but not stiff
   b. Walk—smooth, straight
5. Clothing
   a. Clean
   b. Buttons and fasteners fastened
   c. Any rips or tears renovated
   d. Dress well fitted to the wearer
   e. Design suitable to the wearer
   f. Color becoming to the wearer
   g. Shoes appropriate, polished, with level heels
   h. A note of interest and style present in the costumes.

## GENERAL INFORMATION

### CHILD GROWTH AND DEVELOPMENT

The study of child growth and development should be a part of all home economics programs. The scope and trends of the study are influenced by the preparation of the teacher. This field of teaching is in a state of flux because research is continually bringing facts to light which

replace empirical thinking. A high school teacher of home economics can keep modern in her teaching of child growth and development by studying such contemporary publications as *Child Study, The National Parent-Teacher Magazine, and the Journal of Home Economics.*

## CLOTHING SELECTION AND CONSTRUCTION

Today, since ready-made garments are often both reasonable in price and attractive in material and design, you should visit the stores where you shop and find out whether you will save more money by buying the needed garment ready-made, or by making it yourself. Frequently, you may find that you can purchase underwear for the same amount as the cost of similar material, but you may not find the same is true of dresses. Much depends upon your shopping facilities and upon your ability to make a well-fitting garment which is becoming and has individuality and style.

Because the girls who enter their dresses in the High School Meet each year do not rate 100% in the garments they have made, let us consider a few of the points which the teachers will have in mind when they look at your costumes.

1. The *design* of the garment should be selected to suit the purpose or occasion for which it is to be worn and should be becoming to the wearer in line, proportion, color, and texture. It also should have some individuality which will make it particularly fitted for you and not just like any ready-made garment or commercial pattern.
2. The *material* should be selected to suit the silhouette of the design. A tailored line does not suit voile or soft crepe as well as it does linen or suiting; a gathered skirt will appear clumsy in gingham or cotton print in contrast to softer material.

   In choosing a figured material one should also be sure that it is becoming to the wearer in line and color, and that it suits the design chosen. Design lines within a dress are frequently confusing in a print unless they change the silhouette or unless they are outlined in some way.

   Trimming materials should harmonize with the design and the material. Interesting effects can be obtained by using self-trimming such as stitching, pipings, bindings, and facings of contrasting color of the same material, or combining bias or crosswise of the grain.

3. The *fit* of the dress is of great importance since it affects the style and comfort of the garment. See that there is enough fullness around the hips and bust so that the garment is not too tight when you sit down. See that the sleeves do not pucker or draw. Strive for an easy, comfortable fit. If you have difficulty in fitting, start over again. Your difficulty is probably due to the fact that you are forcing the material out of line.

4. *Accessories.* Accessories may play a double part in a costume, being both useful and decorative. They include hats, shoes, hose, gloves, flowers, belts, ties, handkerchiefs, purses, jewelry, handbags, and umbrellas. It has been said that all art begins in need —hence we may avoid some pitfalls by first determining whether or not an article is necessary, that is, whether the costume would appear incomplete without it or be spoiled by such additions. Therefore, accessories should be well chosen and carefully used.

5. *Shoes and Hose.* Shoes and hose should be serviceable and good in design. Novelty designs and strong color contrasts between them and the dress attract undue attention to the feet.

   Shoes should fit the foot correctly, being long enough, snug around the heel, and fitted under the arch with the first joint of the big toe directly over the out curve of the sole.

   The type of shoes should harmonize with the type of costume and be suitable for the amount of standing or walking to be done. Shoes used for school, house work or walking should have a flexible shank, a straight inner line and low broad heels. Oxfords give better support than pumps or strap shoes. For occasional use dress shoes may be worn.

   Shoes should always be well cared for—polished, and with no run-down heels or turned-up toes.

6. *Undergarments.* Undergarments are the foundation for the dress and should never be conspicuous, either by their absence or presence. Therefore, bright colors, colored ribbons, edgings, and elaborately trimmed undergarments should be avoided. The design for the top of the undergarment should conform to the shape of the neckline of the dress, especially if the dress is of sheer material.

# MUSIC SECTION

## PROGRAM

*Thursday, April 6*

10:00 a. m. *Palmer Hall.* General Meeting.

2:15 p. m. *Concert Hall.* Drawing of numbers for order of performance.

2:45 p. m. *Concert Hall.* Judging of solo performances.

2:45 p. m. *Rooms* 3, 4, 9. Seashore and Sight Reading Tests, Theory.

*Friday, April 7*

9:00 a. m. *Concert Hall.* Continued judging of solo performances.

9:00 a. m. *Rooms* 3, 4, 9. Continuation of Seashore and Sight Reading Tests, Theory.

10:00 a. m. *Concert Hall.* Ensemble performances.

10:30 a. m. *Concert Hall.* Solo performances.

11:00 a. m. *Concert Hall.* Discussion of the sonata by Mr. Ziolkowski.

*Aims of the Music Section.* The primary aim of the Meet is to offer students the stimulus of hearing other talented students perform, and thus to enable them to get a truer perspective in judging their own accomplishments. The idea of educational gain to the student is the only justifiable reason for holding the Meet, hence the stress upon the organization of performance under definite headings, objectively considered.

Two grades of advancement are used in piano. Either one may be entered. The difference is purely in the difficulty of the compositions selected. Excellence of performance will be of more value than the mere difficulty of attempted note playing.

It is the further aim of those organizing the contest to aid in developing that form of music in which the majority of present high school students may participate with the greatest pleasure and profit. Group participation in music, besides being good training in team-work for the future citizen, affords the mature individual musical and social pleasure which limited time for practice makes impossible

in the field of solo performance. While solo study is essential to ensemble participation, the ideals of group work must be developed from the beginning if they are to function in the adult.

*Eligibility.* Any regularly enrolled undergraduate student in high school, junior or senior, in the State of Alabama, who is in good standing and under twenty-one years of age, is eligible to register.

*Entry.* The Official Entry Blank should be filled out with special attention to the music section, and mailed by March 24 to Mr. W. J. Kennerly, Alabama College, Montevallo.

*Examinations.* With the exception of examinations V and VI, which are elective, the following examinations will be required of students in senior high school. Junior high school students may take any examination for which they feel prepared. A student repeating an examination may have a higher record substituted for a previous lower record. Examinations will be given in Montevallo.

1. *Elementary Theory.* As an aid to teachers in developing a more scholarly approach to the study of music, an examination in elementary theory will be required. This will be based upon the first twenty-two pages of Robinson's Music Fundamentals.* As far as practical this examination will be given in connection with the music of the required solo composition. It is hoped that teachers will connect theory and performance, and not permit the text to be merely a test in memory.

2. *Advanced Theory.* The record of every Senior III must include this examination. It will be based on Robinson's Music Fundamentals (pages 23 to 48, inclusive).

3. *Sight Reading.* The record of every Senior III must include one or both sections of this examination:

Instrumental (Piano).

A. Hymns of the degree of difficulty of Nicaea—"Holy, Holy, Holy".
B. Compositions of the degree of difficulty of Consolation in E Major from Mendelssohn's "Song Without Words".

Vocal

A. Songs of the degree of difficulty of "Old Kentucky Home".

*Hall & McCreary Co., Chicago. Price $.40.

B. Songs of the degree of difficulty of "Silent Night".

4. *Seashore Tests.* Two of the Seashore tests in musical talent will be given. No preparation is possible for these tests.

5. *Appreciation (Elective).* This examination will be based upon the first half of "People and Music" by McGehee** (pages 1 to 170, inclusive).

6. *Appreciation (Elective).* This examination will be based upon the second half of "People and Music" by McGehee (pages 171 to 354, inclusive).

*Performance.* The solo performance trials will use an "assigned Composition". The latter must be selected from the list appended. It is not necessary to play from memory although it is advised. Evidence of musicianship, the coordination of musical elements, will be valued above mere technical display.

*Group Performances, both Vocal and Instrumental.* Trios, quartets, and larger ensembles may be used. Schools will be separated into three groups, each group to compete within its own membership: "Group A," to consist of schools of one thousand or more students; "Group B," of three hundred to one thousand students; "Group C," of less than three hundred students. Recognition of group work will be made according to the "Kansas system". Each group will be rated upon a definite scale and will be able to compete with its own record from year to year.

*Judging the Performances.* Participants in solo and group performances will be concealed from the judges. Evidence of musicianship, not mere technical display, will be valued. As an aid to both teacher and pupil, the following analysis of the basic musical elements is offered:

POINTS TO BE VALUED IN PERFORMANCE, AND THEIR DEFINITIONS

*Rhythm.* Adequate basic pulsation suited to the character of the composition and to the means of performance: accelerandos, ritards, and rubatos consistent in variation.

*Phrasing.* Figures, phrases, and larger elements of structure made sufficiently vivid to support consistently the character of the composition.

*Dynamics.* Climaxes of phrase, section, and whole com-

**Allyn and Bacon Co., Atlanta. Price $1.40.

position with contrasts and gradations suited to the character of the composition.

*Quality of Tone.* Tone suited to character of composition, varied, and produced fluently even under technical and emotional stress.

*Artistic Unity.* Coordination of all elements inspired by conception of the composition as a unity of emotional purpose.

*Diction (Vocal).* Unrestricted projection of song in moderately sized auditorium so that context is fully grasped by auditor even in passages of technical and emotional intricacy.

*Intonation (Vocal, Strings, and Wind).* No deviations of a disturbing nature.

## RATINGS

Ratings will be made of each performance upon the following scale:

| | | |
|---|---|---|
| Honor Rating | I | Highly Superior |
| Honor Rating | II | Superior |
| Honor Rating | III | Excellent |
| Rating | IV | Good |
| Rating | V | Average |
| Rating | VI | Below average |
| Rating | VII | Inferior |

These ratings together with the students' other achievement records will be sent to each teacher after the contest.

## REQUIRED AND CHOICE COMPOSITIONS

*Piano*

REQUIRED COMPOSITION—PIANO A

Sonata in G Major Op. 49, No. 2 ..... Beethoven
(No repeats. First movement only)

CHOICE COMPOSITION—PIANO A

Scotch Legend ..... Beach
Ryder Imps ..... Sturkow
Humoreske No. I ..... Kjerulf
Gavotte and Musette A Major ..... LaForge

REQUIRED COMPOSITION—PIANO B

Sonata in G, Cotta Ed. No. 1 ..... Haydn
(Third movement. Theme and Variations 1 and 2)

CHOICE COMPOSITION—PIANO B

Barcarole ..... Ehrligh
Ah, But I Cannot ..... Soro
Sung Outside Prince's Door, or Tailor and the Bear ..... MacDowell
Troldhagen Wedding Day ..... Grieg

When several students come from the same studio each student should play a different "choice" composition.

*Voice*

REQUIRED SONG—SOPRANO

Remembrance ..... Mary Turner Salter
(Included in *Art Song Argosy*. Compiled and Edited by William Breach and published in high and low keys. Publisher G. Schirmer, Inc. Price $1.00.)

CHOICE SONG—SOPRANO

Any other song in same volume.

REQUIRED SONG—CONTRALTO

Cloud Shadows ..... James H. Rogers
(Included in *Art Song Argosy*.)

CHOICE SONG—CONTRALTO

Any other song in same volume.

*Violin*

REQUIRED COMPOSITION

Sonata No. 4 in D Major (Adagio) ..... Handel
(No repeats. First movement only)

CHOICE COMPOSITION

Serenade ..... Drdla
Madrigale ..... Simmonetti
Minuet ..... Haydn-Friedbert
Chanson Louis VIII—Pavane ..... Couperin
Liebeslied ..... Kreisler

*Organ*

REQUIRED COMPOSITION

Eight Little Preludes and Fugues, No. 2 ..... Bach

CHOICE COMPOSITION

Andantino ..... Franck
Vision ..... Rheinberger
Hosanna ..... Wachs

# SPEECH AND DEBATE

## PROGRAM

(Watch bulletin boards for detailed schedules)

*Thursday, April* 6

9:00 a. m. Speech Office, 202 Reynolds Hall. Interviews and advice.
10:00 a. m. Palmer Hall. General Meeting. (Directors of plays remain for brief meeting afterward.)
11:00 a. m. 101, 205, 207 Reynolds Hall. Debate—first round.
11:00 a. m. Reynolds Auditorium. Story Telling.
11:45 a. m. 101, 205, 207 Reynolds Hall. Debate continued.
1:30 p. m. Reynolds Hall. Debate—second round. (Schedule posted by 1:15 p. m.)
1:30-5:00 p. m. Palmer Hall. Plays.
7:00-8:00 p. m. Palmer Hall. Choral Speaking.
8:00 p. m. Palmer Hall. Plays continued.

*Friday, April* 7

8:00 a. m. Palmer Hall. Prose Readings.
9:00 a. m. Palmer Hall. Poetry Readings.
10:00 a. m. Reynolds Hall. Voice Tests.
11:30 a. m. Palmer Hall. Round-table Discussion.

## CLASSIFICATIONS

The classifications for Speech competition will be as follows:

I. Interpretation
   A. Poetry
   B. Prose
   C. Story Telling
   D. Choral Speaking

II. Speech
   A. Diction and Voice
   B. Debate

III. Plays

## REGULATIONS

These instructions should be read carefully, in order that no participant may be at a disadvantage.

*Limitations.* Each school may enter one student in Poetry; one in Prose; one in Story Telling; one in Diction and Voice; two teams (one negative and one affirmative) of two students each in Debate; one play cast for Plays, the number in the cast being unlimited (but care should be

taken against possible conflicts if members of the cast are entering other groups; and one Choral Speaking group (not more than 18 in group).

*Eligibility.* Only girls of undergraduate standing and senior high school rank, pursuing a course toward graduation, are eligible.

*Selections.* All numbers must have literary merit. We recommend that you write for our play-writing contest plays, which are non-royalty material.

*Specific Instruction on Selection and Preparation.* Prose, Poetry, and Plays must be memorized. Debates may not be read. Preparation for Diction and Voice group means drill in clear enunciation, articulation, and beautiful sounds in voice. Write to Miss Ellen-Haven Gould, Chairman of the Speech Division, and ask for the Poetry Syllabus and the Story Telling Syllabus. No poem will be acceptable to the program unless it is chosen from the Syllabus.

Plays of the "slap-stick" variety are not acceptable. Plays with men's parts for the leads are not advisable; and difficult stage settings and properties are not encouraged. The simulating of a stage idea often makes a more artistic piece of work and demonstrates greater ability. New and non-royalty plays are encouraged. Names of play publishers and sources of debate material will be supplied by the division chairman upon request.

*Time.* Prose must not exceed eight minutes; Plays thirty minutes; Story Telling eight minutes; Debate twenty minutes to a side; and Choral Speaking ten minutes.

*Registration.* Each school expecting to enter any phase of the Speech groups will fill out carefully the Official Entry Blank inserted in this bulletin, giving special attention to the Speech Division, and mail the entire blank by March 24. Please make certain that full information is given as requested. This includes title and author of play, list of necessary pieces for the setting, and a sketch of the stage placing doors, windows, and furniture, and indicating the type of background.

*Preliminaries.* Where the number of contestants demands, preliminaries will be held.

*Basis of Judgment.* Judges of Poetry, Prose, and Story Telling will take into consideration the articulation, enunciation, pronunciation, voice, platform ease, poise, delivery, and interpretation.

Plays will be considered on the basis of direction and acting, including pantomime and speech; stage craft, including scenery, properties, lighting, and adjustment to setting available; and choice of play.

Debates will be judged on knowledge and analysis of question, organization and adaptation of arguments, and delivery and speech.

Choral Speaking will be arranged on terms determined by the conductors of the groups.

*Awards.* Recognition will be given in the form of certificates indicating the ranking of participants.

*Subject for Debate.* Resolved: That the United States Should Establish an Alliance with Great Britain.

*Play Production.* Gray, black, or gold backgrounds are available. The Speech Entry Blank requires specification as to preference in background, so that arrangements can be made for shifting to the best advantage. The gray background will allow a setting of fifteen feet in depth; the gold or black allows only nine feet. If a light plot is desired, this too must be specified in advance. Demands for type settings in furniture cannot be met. A diagram of stage settings as well as a furniture list must be submitted one week ahead. Schools will be responsible for their own properties and any unusual needs. Local counsellors will assist in collecting some properties, but accuracy in detailed settings cannot be promised.

*Round Table.* A meeting will be held for discussion of problems, weaknesses, possibilities, and for exchange of helpful suggestions. Speech teachers are urged to attend and bring interested students or friends. The General Program, given on arrival, will specify the hour of a business meeting for special instructions prior to opening of the programs. Contestants are held responsible for information given at this Speech Group Meeting.

# ALABAMA COLLEGE

*The State College for Women*

## THE CATALOG

**January, 1939**

LIBRARY
ALABAMA COLLEGE

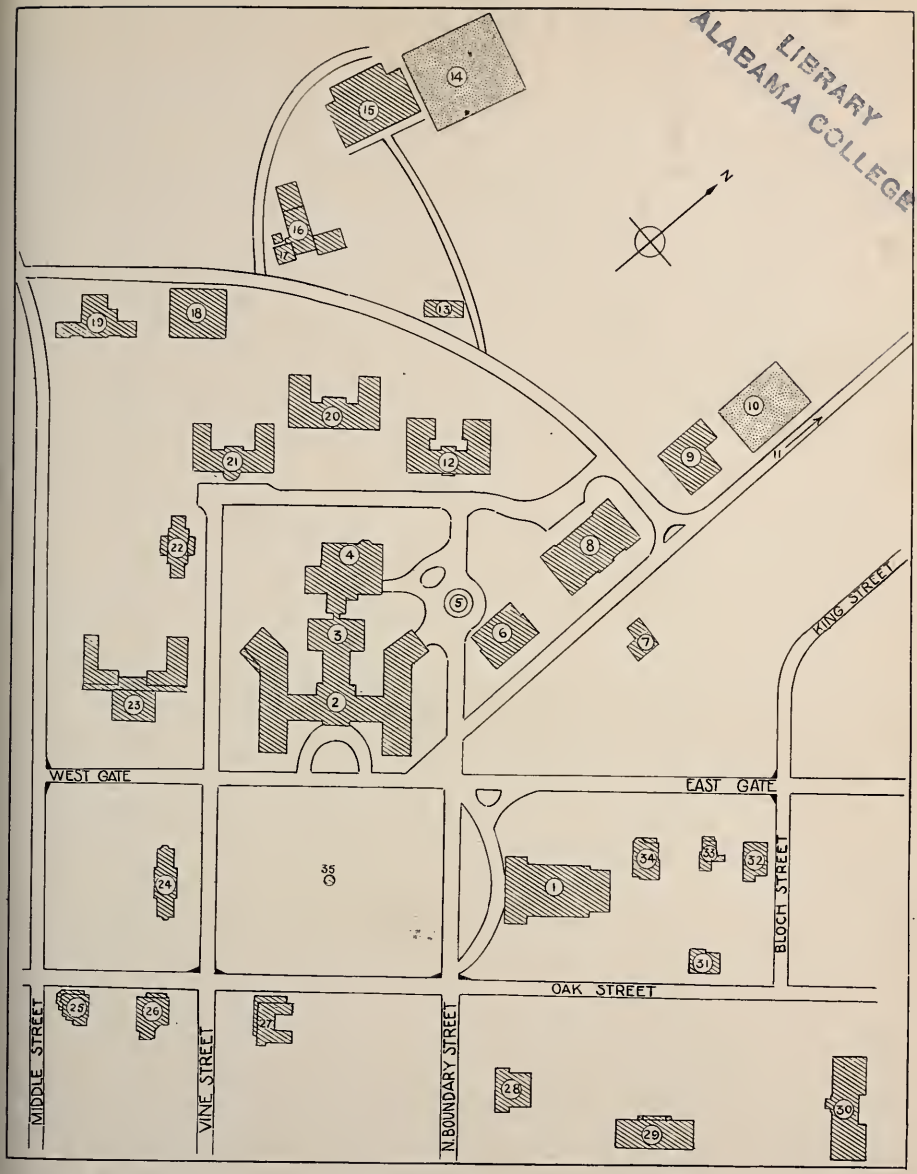



**Announcements 1939-1940**

**MONTEVALLO, ALABAMA**

# CAMPUS OF ALABAMA COLLEGE

LIBRARY
ALABAMA COLLEGE




KEY TO MAP

1. Palmer Hall
2. Main Dormitory
3. Old Dining Room
4. New Dining Room
5. The Tower
6. The Library
7. King House
8. Bloch Hall
9. *Comer Hall
10. Tennis Courts
11. To President's House and Outdoor Theatre
12. Hanson Hall
13. Swimming Pool
14. Tennis Courts
15. Field House
16. Carpenter Shop
17. Pottery Shop
18. Power House
19. Laundry
20. *Tutwiler Hall
21. Ramsay Hall
22. Peterson Hall, the Infirmary
23. Reynolds Hall
24. Calkins Hall
25. Co-operative House
26. Co-operative House
27. Co-operative House
28. Elementary Training School
29. *New Elementary Training School
30. High School
31. Storrs' House, High School Home Economics
32. Sociology Building
33. Nursery School
34. Home Management House
35. Flag Pole

* Under construction in 1939.



# ALABAMA COLLEGE

*The State College For Women*

## THE CATALOG
## 1938-1939

BULLETIN PUBLISHED QUARTERLY BY THE COLLEGE

Entered as second class matter at the Post Office
Montevallo, Alabama

Vol. XXXI, No. 3 JANUARY, 1939 Total No. 129

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# 1939 CALENDAR 1940

## 1939

### JANUARY

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## 1940

### JANUARY

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# PART ONE

## THE COLLEGE CALENDAR

1939

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|---|---|
| June 12 | *Monday.* Summer School first term begins. |
| July 19 | *Wednesday.* Summer School first term ends. |
| July 20 | *Thursday.* Summer School second term begins. |
| August 23 | *Wednesday.* Summer School ends. |
| September 5 | *Tuesday.* Dormitories open, lunch served. Meeting of the Faculty, 3:00 P.M. |
| September 6 | *Wednesday.* Registration of Freshmen, 8:00 A.M. |
| September 7 | *Thursday.* Registration of Upper-classmen, 1:30 P.M. |
| September 9 | *Saturday.* Classes begin, 8:00 A.M. |
| September 11 | *Monday.* Last day for registration without paying late registration fee. |
| October 11 | *Wednesday.* Founders Day. |
| October 21 | *Saturday.* Condition examinations. |
| November 3 | *Friday.* End of first nine weeks, first semester. |
| Nov. 30-Dec. 3 | *Thursday through Sunday.* Thanksgiving Holidays. |
| December 20 | *Wednesday.* Christmas vacation begins 12:00 noon. |

1940

| | |
|---|---|
| January 2 | *Tuesday.* Dormitories open, supper served. |
| January 3 | *Wednesday.* Classes begin, 1:30 P.M. |
| January 19 | *Friday.* Examinations for first semester end. |
| January 22 | *Monday.* Second semester begins. |
| January 25 | *Thursday.* Last day for registration without paying late registration fee. |
| March 9 | *Saturday.* Condition examinations. |
| March 20 | *Wednesday.* End of first nine weeks, second semester. |
| April 3 | *Wednesday.* Spring vacation begins 12:00 noon. |
| April 9 | *Tuesday.* Dormitories open, supper served. |
| April 10 | *Wednesday.* Classes begin, 1:30 P.M. |
| May 21-24 | *Tuesday through Friday.* Final examinations for Lower-classmen. |
| May 24 | *Friday.* Annual meeting of the Board of Trustees. |
| May 24-27 | *Friday through Monday.* Commencement exercises. |
| May 28 | *Tuesday.* Dormitories close, 12:00 noon. |

# THE BOARD OF TRUSTEES

His Excellency, FRANK M. DIXON, Governor of Alabama,
President, *ex officio*

A. H. COLLINS, State Superintendent of Education, *ex officio*

## TERMS TO EXPIRE IN 1943

SAMUEL M. JOHNSTON, *First District*.....Mobile
BRUCE BEVERIDGE, *Fourth District*.....Selma
W. W. MONROE, *Seventh District*.....Fayette

## TERMS TO EXPIRE IN 1947

MRS. JAMES FITTS HILL, *Second District*.....Montgomery
GEORGE S. VANN, *Fifth District*.....Gadsden
J. E. DELONY, *Eighth District*.....Tuscumbia
W. D. GRAVES, *State-at-Large*.....Alexander City

## TERMS TO EXPIRE IN 1951

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NELSON FULLER, *Sixth District*.....Centerville
L. SEVIER, *Ninth District*.....Birmingham
MRS. EDWINA D. MITCHELL, *State-at-Large*.....Montgomery

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BRUCE BEVERIDGE.....Selma
MRS. JAMES FITTS HILL.....Montgomery
A. H. COLLINS.....Montgomery
L. SEVIER.....Birmingham

---

C. G. DOBBINS, *Secretary*.....Montevallo
E. H. WILLS, *Treasurer*.....Montevallo
JOHN R. PILL, *Land Agent*.....Birmingham

# ALABAMA COLLEGE

*The State College for Women*

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## OFFICERS OF ADMINISTRATION

Arthur Fort Harman, B.S., LL.D., *President.*

T. H. Napier, M.A., Ph.D., L.H.D., *Dean.*

E. H. Wills, B.S., M.A., *Registrar and Business Manager.*

C. G. Dobbins, A.B., M.A., *Executive Secretary.*

Virginia Hendrick, *Assistant Registrar.*

Anna Irvin, *Food Supervisor.*

Mattie Lee, *Bursar.*

Mary M. McCoy, L.H.D., *Dean of Residence.*

Willena Peck, M.D., *Physician.*

Frances Ribble, A.B., *Alumnae Secretary.*

Abi Russell, A.B., M.S., *Librarian.*

Minnie L. Steckel, M.A., Ph.D., *Student Counselor.*

# THE FACULTY

HARMAN, ARTHUR FORT, *President.*
Graduate, Peabody Normal College; B.S., Columbia University; LL.D., University of Alabama.

ACKERLEY, LOIS A., *Director, School of Home Economics.*
A.B., University of Iowa; M.A., Columbia University; Ph.D., University of Iowa.

ALLEN, ELIZABETH, *Assistant Professor of Sociology.*
A.B., Agnes Scott College; Certificate, New York School of Social Work.

ALLEN, MARTHA, *Instructor in Art.*
A.B., Alabama College.

*AMBLER, MARY, *Assistant Librarian.*
A.B., Lindenwood College; B.S., Columbia University School of Library Science.

ANDERSON, A. C., *Professor of Secondary Education.*
A.B., Howard College; M.A., Columbia University.

†BAGWELL, MARJORIE GOFF, *Instructor in Secretarial Science.*
B.S., Alabama College.

BARKER, MINNIE C., *Supervisor in Training School.*
B.S., M.A., Peabody College.

BARKSDALE, LILIAN, *Supervisor in Training School.*
B.S., Peabody College; M.A., University of Alabama.

BAUGH, WILMA, *Supervisor in Training School.*
B.S., Missouri State Teachers College, Springfield.

BEASLEY, ANTOINETTE, *Supervisor in Training School.*
A.B., Meredith College.

BICKHAM, ETHEL, *Assistant Professor of Home Economics.*
B.S., M.S., Ohio State University.

BICKLER, MARY GANDY, *Consultant, Family Life Education.*
B.S., Texas State College for Women; M.A., Columbia University.

BLACKISTON, HELEN, *Associate Professor of Biology.*
B.S., M.A., Columbia University.

BLAZEK, MARY, *Associate Professor of Home Economics.*
A.B., Antioch College; M.S., Columbia University.

BODEMANN, ELSIE, *Assistant Professor of Biology.*
A.B., Southwest Texas State Teachers College; M.A., Ph.D., University of Texas.

BRASWELL, MAMIE, *Assistant Professor of Mathematics.*
A.B., University of Alabama; M.A., Peabody College.

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* On year's leave of absence.
† Appointed for second semester.

BROOKE, MYRTLE, *Professor of Sociology.*
A.B., University of Nashville; M.A., Columbia University; LL.D., Alabama College.

BROWNFIELD, LELAH, *Associate Professor of Secretarial Science.*
A.B., University of Illinois; M.A., New York University.

BRUCE, ISOBEL CAMPBELL, *Assistant Professor of Sociology.*
B. Sc., University of London; M.A., University of Chicago.

*CALHOUN, EVELYN, *Assistant Supervisor of Home Economics.*
B.S., Alabama College.

CHAMBERLIN, ELIZABETH BLAIR, *Associate Professor of Music.*
Graduate, Centenary College; Graduate, Cincinnati Conservatory; Four summers' study abroad.

CONN, ELISEBETH, *Instructor in Health and Physical Education.*
B.S., A.B., Baylor College.

†COYLE, MARGARET, *Assistant Professor of Home Economics.*
A.B., Stanford University; Diploma in Home Economics, San Jose State College.

CUNINGGIM, MARGARET, *Instructor in Art.*
A.B., Duke University; M.A., Columbia University.

DECKER, MARY G., *Associate Professor of Physical Science.*
B.S., University of Richmond; M.S., University of Chicago.

DENNIS, LEAH, *Associate Professor of English.*
A.B., M.A., Northwestern University; Ph.D., Stanford University.

DOBBINS, CHARLES G., *Assistant Professor of English.*
A.B., Howard College; M.A., Columbia University.

DUDLEY, RIZPAH, *Supervisor in Training School.*
B.S., University of Virginia; M.A., Columbia University.

DUNN, MINNIE, *Supervisor in Training School.*
B.S., University of Alabama; M.A., Columbia University.

EASTMAN, ANNE L., *Assistant Professor of History.*
A.B., Wells College; Ph.D., Cornell University.

EDDY, JOSEPHINE F., *Associate Professor of Home Economics.*
B.S., M.A., Columbia University.

FARMER, HALLIE, *Professor of History.*
A.B., Indiana State Normal; M.A., Ph.D., University of Wisconsin.

FARRAH, KATHERINE, *Associate Professor of Music.*
A.B., University of Alabama; Artist Diploma in Voice, and Certificate of Public School Music, University of Michigan; Study in Paris.

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* Appointed for second semester.
† On year's leave of absence.

FRASER, BLANCHANN, *Instructor in Secretarial Science.*
B.S., Belhaven College; M.S., State University of Iowa.

GOLSON, EVA, *Assistant Professor of English.*
A.B., Huntingdon College; M.A., University of Chicago.

GOULD, ELLEN-HAVEN, *Professor of Speech.*
A.B., Coe College; B.O., Northwestern University; M.A., University of California

GRIFFIN, MELBA, *Assistant Professor of Foreign Languages.*
A.B., Alabama College; M.A., Columbia University.

HADLEY, LAURA B., *Associate Professor of Home Economics.*
B.S., Indiana State Teachers' College; M.S., University of Minnesota.

HARRIS, ETHEL, *Supervisor in Training School.*
B.S., Alabama College; M.A., Peabody College.

HAYLEY, MARY LING, *Assistant Supervisor of Home Economics.*
B.S., Alabama College.

HEAP, MARGARET ELIZABETH, *Instructor in Home Economics.*
B.S., M.A., University of Tennessee.

HENNING, J. H., *Assistant Professor of Speech.*
A.B., Cornell College; M.S., Northwestern University.

HEWELL, HELEN, *Instructor in Dramatics.*
A.B., Alabama College.

HICKS, LEON, *Supervisor in Training School.*
B.S., Birmingham-Southern College; M.S., Alabama Polytechnic Institute.

HOOD, E. P., *Assistant Professor of Physical Science.*
B.S., M.S., University of Alabama.

HUBBARD, ELIZABETH T., *Assistant Librarian.*
Three years student, Alabama College.

JACKSON, ROSA LEA, *Professor of Mathematics.*
A.B., Western College; M.A., Ph.D., University of Chicago.

JONES, WAURENE, *Supervisor in Training School.*
A.B., Alabama College; M.A., Peabody College.

KELLOGG, JOYCE, *Instructor in English.*
A.B., College of Wooster; Ph.D., Yale University.

KEMP, ANNIE, *Assistant Professor of Home Economics.*
B.S., M.A., Peabody College.

KENNEDY, DAWN S., *Professor of Art.*
B.S., M.A., Columbia University.

KENNEDY, VIRGINIA, *Assistant Librarian.*
A.B., Huntingdon College; B.S., Columbia University.

KENNERLY, SARAH LAW, *Assistant Librarian.*
A.B., Winthrop College; A.B. in Library Science, Emory University.

KENNERLY, W. J., *Professor of Physical Science.*
B.S., Clemson College; M.S., Emory University.

KILDEA, YORK, *Associate Professor of Music.*
A.B., Mus. M., University of Idaho; M.A., Columbia University; Two years' study, Juilliard School of Music, New York.

*LAMAR, FRANCES K., *Instructor in English.*
A.B., Birmingham-Southern College.

LANDMARK, NORA, *Instructor in Speech.*
A.B., Louisiana State University.

LAWSON, OLIVIA, *Associate Professor of Education.*
B.S., Peabody College; M.A., Columbia University.

LEBARON, H. D., *Director, School of Music.*
A.B., Harvard University; M.A., Cornell University; Graduate, New England Conservatory; Associate, American Guild of Organists.

LINDBERG, EDITH, *Instructor in Health and Physical Education.*
B.S., Russell Sage College.

MARTIN, MARY LOVE, *Supervisor in Training School.*
B.S., Alabama College.

MCCALL, MARGARET, *Professor of Health and Physical Education.*
A.A., Christian College; B.S., M.A., University of Missouri.

MCCLOSKEY, GORDON, *Professor of Economics.*
A.B., Lock Haven State Teachers' College; M.A., Ph.D., Columbia University.

†MCCORMACK, LUCY, *Instructor in Home Economics.*
B.S., Alabama College.

MCCOY, MARY M., *Associate Professor of Religious Education.*
Graduate, Huntsville College; L.H.D., Birmingham-Southern College.

**MCGEE, BERTIE M., *Associate Professor of Secretarial Science.*
A.B., B.S., North Georgia Agricultural College; M.A., University of North Carolina.

MCGEHEE, FRANCES, *Instructor in Psychology.*
A.B., Randolph-Macon College; Ph.D., Johns Hopkins University.

MCWILLIAMS, MARY E., *Associate Professor of History.*
B.S., M.A., Columbia University.

MERONEY, ELOISE, *Assistant Professor of English.*
A.B., University of Alabama; M.A., Columbia University.

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* On leave of absence first semester.
† On leave of absence second semester.
** On year's leave of absence.

NAPIER, T. H., *Professor of Psychology.*
Graduate, West Kentucky State Normal School; M.A., Ph.D., Peabody College; L.H.D., Birmingham-Southern College.

NOTESTINE, MARVA HOUGH, *Instructor in Health and Physical Education.*
B.S., University of Michigan; M.A., Columbia University.

NYBECK, GLENNIE I., *Supervisor in Training School.*
B.S., Alabama College.

ORR, M. L., *Professor of Education.*
B.S., University of Alabama; M.A., Ph.D., Peabody College.

PALMER, LULU, *Consultant, Family Life Education.*
A.B., University of Alabama; M.A., Columbia University.

PATE, REBECCA, *Assistant Supervisor of Home Economics.*
B.S., Alabama Polytechnic Institute; M.S., Iowa State College.

PECK, WILLENA A., *Physician.*
M.D., Woman's Medical College, Baltimore.

PETER, LORRAINE, *Associate Professor of History.*
A.B., Ripon College; M.A., Columbia University.

PETERSON, CHARLOTTE W., *Supervisor in Training School.*
Diploma, Alabama College.

PIERSON, LORRAINE, *Professor of Foreign Languages.*
A.B., M.A., Transylvania College; M.A., University of Chicago; Ph.D., University of Illinois.

*PURYEAR, SARAH, *Assistant Professor of English.*
A.B., Vanderbilt University; M.A., Peabody College.

REID, LUCIE HOOD, *Supervisor in Training School.*
A.B., Alabama College.

REINKE, EDGAR C., *Assistant Professor of Foreign Languages.*
A.B., Ph.D., University of Chicago.

RENNIE, ELEANOR, *Instructor in Speech.*
A.B., Alabama College.

RICE, LELA WADE, *Supervisor in Training School.*
B.S., M.A., Peabody College.

RIDDLE, J. I., *Professor of Education, Director of Home Study Service.*
A.B., University of Alabama; M.A., Ph.D., Columbia University.

RUSSELL, ABI, *Librarian.*
A.B., University of Georgia; M.S., Columbia University; Diploma, Emory University Library School.

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* On leave of absence second semester.

SANDERS, IRWIN T., *Associate Professor of Sociology.*
A.B., Washington and Lee University; Ph.D., Cornell University.

SAYLOR, EDYTHE, *Associate Professor of Health and Physical Education.*
A.B., University of Iowa; M.A., University of Wisconsin.

SHARP, C. G., *Professor of Biology.*
B.S., M.S., Alabama Polytechnic Institute; three years, further graduate study, University of Chicago.

SKELLY, LORETTA, *Supervisor in Training School.*
B.E., Northern Illinois State Teachers College; M.A., Louisiana State University.

STECKEL, MINNIE L., *Professor of Psychology.*
A.B., University of Kansas; M.A., Ph.D., University of Chicago.

STOCKTON, ELIZABETH, *Associate Professor of Foreign Languages.*
B.S., M.A., University of Missouri.

STROM, INA, *Assistant Professor of Music.*
Mus. B., Northwestern University.

THOMAS, JEANETTA, *Supervisor in Training School.*
B.S., University of Alabama; M.A., Columbia University.

THOMPSON, OUIDA, *Supervisor in Training School.*
B.S., Alabama College.

TIDWELL, W. F., *Supervisor in Training School.*
B.S., M.S., Alabama Polytechnic Institute.

TOUCHSTONE, NELLIE MAE, *Assistant Professor of Home Economics.*
B.S., Mississippi State College for Women; M.A., Columbia University.

TRACEY, MINNIE B., *Assistant Professor of Secretarial Science.*
A.B., University of Michigan; M.S.C., University of Denver.

TRUMBAUER, WALTER H., *Professor of Dramatic Literature and Director of the College Theatre.*
B.S., M.A., Ph.D., University of Pennsylvania.

TRUMBAUER, WILLILEE R., *Assistant Professor of English.*
A.B., Alabama College; M.A., Vanderbilt University.

TUTWILER, AGNES, *Supervisor in Training School.*
A.B., Birmingham-Southern College; B.S., University of Virginia.

UTTERBACK, ELIZABETH, *Supervisor in Training School.*
A.B., West Kentucky State Teachers College; M.A., Peabody College.

VAUGHAN, A. W., *Professor of English.*
B.S., Central College; M.A., Harvard University; Ph.D., Peabody College.

VICKERY, KATHERINE, *Professor of Psychology.*
A.B., North Georgia College; M.A., Ph.D., Peabody College.

WALBURN, MARGARET HODO, *Instructor in Sociology.*
A.B., Judson College; M.S., University of Chicago.

WALKER, ANNE, *Supervisor in Training School.*
B.S., Alabama College.

WALKER, VINNIE LEE, *Supervisor in Training School.*
B.S., Athens College; M.A., Peabody College.

WARD, LILLIAN K., *Instructor in English.*
A.B., Alabama College.

WEIR, SADIE, *Supervisor in Training School.*
B.S., M.A., Peabody College.

WELLS, ROSA LEE, *Supervisor in Training School.*
B.S., Central Missouri State Teachers College; M.A., Peabody College.

WINER, HONOR MARY, *Associate Professor of Music.*
Graduate, Western State Normal, Michigan; Diploma, Franco Mannucci Conservatory, Milan, Italy; Three years' study in Italy; Private work, voice and theory, Chicago; Cosmopolitan School of Music, Chicago; Columbia Conservatory, Chicago.

WORLEY, LILLIAN, *Assistant Professor of History.*
A.B., Alabama College; M.A., University of Wisconsin.

ZIOLKOWSKI, MIECISLAW, *Professor of Piano.*
Master Class in Piano, Stern Conservatory, Berlin; With Paderewski in Switzerland.

## FACULTY OF THE TRAINING SCHOOL

M. L. Orr, M.A., Ph.D., *Director*

### HIGH SCHOOL DEPARTMENT

Tidwell, W. F., M.S., *Principal.*

Dudley, Rizpah, M.A., *Assistant Principal and Supervisor of Social Studies.*

Bagwell, J. T., B.S., *Teacher of Manual Arts.*

Barker, Minnie C., M.A., *Supervisor of Mathematics.*

Barksdale, Lilian, M.A., *Supervisor of History.*

Baugh, Wilma, B.S., *Supervisor of Commercial Work.*

Beasley, Antoinette, A.B., *Supervisor of Social Studies.*

Hardy, Julia Poynor, M.A., *Teacher of Latin.*

Hicks, Leon, M.S., *Supervisor of Science.*

Martin, Mary Love, B.S., *Supervisor of Home Economics.*

Nybeck, Glennie, B.S., *Supervisor of Home Economics.*

Stripling, Harriette, A.B., *Teacher of Modern Languages.*

Thomas, Jeannetta, M.A., *Supervisor of Health and Physical Education.*

Thompson, Ouida, B.S., *Supervisor of Home Economics.*

Tutwiler, Agnes, A.B., B.S., *Supervisor of Mathematics.*

Utterback, Elizabeth, M.A., *Supervisor of English.*

Varnell, J. B., *Teacher in Junior High School.*

Walker, Vinnie Lee, M.A., *Supervisor of Junior High School English.*

Waller, Josephine, B.M., *Teacher of Music.*

### ELEMENTARY DEPARTMENT

Peterson, Charlotte W., *Principal.*

Dunn, Minnie, M.A., *Supervisor of Fourth Grade.*

Harris, Ethel, M.A., *Supervisor of Fifth Grade.*

Jones, Waurene, M.A., *Supervisor of Third Grade.*

Reid, Lucy Hood, A.B., *Supervisor of Kindergarten.*

Rice, Lela Wade, M.A., *Supervisor of First Grade.*

Skelley, Loretta, M.A., *Supervisor of Speech.*

Walker, Anne, B.S., *Supervisor of Health and Physical Education.*

Weir, Sadie, M.A., *Supervisor of Sixth Grade.*

Wells, Rosa Lee, M.A., *Supervisor of Second Grade.*

## OTHER OFFICERS

Bailey, W. J., *Manager of Dairy and Farm.*

Bowden, Jack, *Secretary to the President.*

Burton, Mrs. Evelyn, *Acting House Director.*

Claybrooke, Charlotte, *Assistant Food Supervisor.*

*Coleman, Mrs. Louise, *House Director.*

Cooper, Lucile, *Clerical Assistant to the Business Manager.*

Cooper, O. B., *Engineer.*

Evans, Virginia, *Clerical Assistant to the Registrar.*

Harrison, Virginia, *Secretary to the Student Counselor.*

Jeter, Lena N., *Acting Secretary to the Dean.*

Jones-Williams, Marion, *Secretary, Home Study Service.*

Jones-Williams, W. M., *Engineer, and Superintendent of Grounds and Buildings.*

Killingsworth, Annie Laura, *Nurse.*

Leeper, Georgie, *Manager of Supply Store.*

Lyman, Hattie, *Secretary, School of Home Economics.*

Mahaffey, C. H., *Manager of Laundry.*

McNeill, Mrs. Mary McLeod, *Acting Assistant House Director.*

Perrin, Betty, *Secretary, Vocational Division, School of Home Economics.*

Snodgrass, Mrs. Augusta Tate, *House Director.*

Tillman, Ollie, *Nurse.*

* On leave of absence.

## STANDING COMMITTEES OF THE FACULTY

ADMISSIONS. Miss Steckel, chairman; Miss Lawson, Mr. Riddle.

ALUMNAE. Miss Meroney, chairman; Miss Elizabeth Allen, Miss McWilliams, Miss Peter, Miss Rennie, Miss Ribble, Miss Touchstone, Mrs. Ward, Miss Worley.

CLASSIFICATION AND SCHEDULE. Mr. Kennerly, chairman. (A) Miss Ackerley, Mr. Anderson, Miss Brownfield, Miss Farmer, Mr. LeBaron, Miss McCall, Miss Pierson, Mr. Vaughan. (B) Miss Hendrick, Miss Vickery.

COLLEGE PUBLICATIONS. Mr. Dobbins, chairman; Miss Cuninggim, Miss Eddy, Miss Ribble, Miss Russell.

COLLEGE RELATIONS. Mr. Vaughan, chairman; Miss Brooke, Mr. Dobbins, Miss Farmer, Mrs. McCoy.

COMMENCEMENT CEREMONIES. Mr. Riddle, chairman; Miss Martha Allen, Miss Eddy, Miss Farrah, Mrs. McCoy.

CONCERT AND LECTURE. Mr. Henning, chairman; Miss Farrah, Miss Rennie, Miss Stockton, Miss Winer.

CONVOCATIONS. Miss Kennedy, chairman; Miss Gould, Miss Lindberg, Mr. Sanders, Mr. Ziolkowski.

FIRE PROTECTION. Miss Claybrooke, chairman; Mrs. Burton, Mr. Jones-Williams, Miss Kemp, Miss Saylor, Mrs. Snodgrass.

INTER-HIGH SCHOOL MEET. Mr. Kennerly, chairman; Miss Ackerley, Miss Gould, Mr. LeBaron, Miss McCall, Mr. Orr.

LIBRARY. Miss Russell, chairman; Miss Eastman, Miss Jackson, Mr. Reinke, Mr. Riddle, Miss Saylor, Mr. Trumbauer.

RADIO. Mr. Dobbins, chairman. (A) Operation: Mr. Bagwell, Mr. Henning, Mr. Kennerly, Mr. Vaughan. (B) Programs: Miss Landmark, Miss Griffin, Mr. Kildea.

REORGANIZATION OF INSTRUCTION. Mr. Orr, chairman. (A) Curriculum Research: Mr. McCloskey, Miss Ackerley, Miss Farmer, Miss Pierson, Mr. Sharp. (B) Division Chairmen: Mr. Anderson, Miss Brooke, Miss Kennedy, Mr. Kennerly, Mr. Vaughan.

SCHOLARSHIPS. Miss Brooke, chairman; Miss Meroney, Miss Steckel.

SOCIAL. Mrs. McCoy, chairman; Mrs. Bruce, Mrs. Burton, Mrs. Chamberlin, Miss Irvin, Miss Kemp, Miss Pierson, Mrs. Snodgrass, Mr. Ziolkowski.

Student Government Advisory. Miss Steckel, chairman; Miss Kennedy, Mr. McCloskey, Mr. Orr, Miss Vickery.

Student Organizations. Miss Stockton, chairman; Miss Brownfield, Miss Lawson, Mr. Sharp, Miss Winer.

Direction of Vocational Guidance. Miss Farmer, chairman. (A) Guidance for College Students: Miss Steckel, Miss Peter, Miss Eastman. (B) Graduate Study: Miss Vickery, Miss McGehee, Miss Bodeman. (C) Student Career Conference: Miss Ackerley, chairman; Mr. Dobbins, Miss Kennedy, Miss McCall, Miss Steckel, Miss Vickery.

Freshman Class Advisers. Miss Decker, chairman; Miss McGehee, Mr. Reinke.

Sophomore Class Advisers. Miss Golson, chairman; Mrs. Bruce, Mr. Henning.

Junior Class Advisers. Miss Pierson, chairman; Miss Kennedy, Mr. Kildea.

Senior Class Advisers. Miss Vickery, chairman; Miss Eddy, Mr. Hood.

# PART TWO

## HISTORICAL STATEMENT

Alabama College was established as the Alabama Girls Industrial School through a bill introduced in the State Senate in 1892 by Sol D. Bloch, of Camden. Steered through the House by John W. McQueen, of Birmingham, the bill was passed the following year. On January 1, 1896, the institution was located at Montevallo because of the town's location near the geographical center of the state, its healthful surroundings, and a substantial gift of cash and property by its citizens.

The School opened its doors on October 12, 1896 with Captain Henry Clay Reynolds, of Montevallo, as president, a faculty of six, and a student enrollment of one hundred forty-five. The only physical equipment was Reynolds Hall, a red brick building erected in 1851, which remains today one of the stateliest buildings on the Montevallo campus.

In 1911 the name of the institution was changed to Alabama Girls Technical Institute, and in 1919 to Alabama Technical Institute and College for Women. On September 9, 1923, the present name was adopted.

Management of the College from the beginning has been vested in a Board of Trustees composed of the Governor, who is its president, the State Superintendent of Education, and eleven members appointed by the Governor, one from each of the nine Congressional Districts and two from the State-at-Large.

During the forty-one years since its opening the College has had five presidents. The first, Captain Reynolds, had been a lieutenant in the Confederate Army, and at the time of his election was a merchant and planter. In 1899 he was succeeded by Dr. Francis Marion Peterson, Professor of Ancient Languages at Southern University, Greensboro (now Birmingham-Southern). The third president, Dr. Thomas Waverly Palmer, before coming to Montevallo in 1907 had been Dean, and Professor of Mathematics at the University of Alabama. In 1926 Dr. O. C. Carmichael, Dean of Alabama College since 1922, became the fourth president. He was succeeded in 1935 by Dr. Arthur Fort Harman, former State Superintendent of Education of Alabama.

By phenomenal growth, Alabama College has developed from its beginning as a girls' school with a curriculum covering high school subjects, special work in commercial courses, normal training, music, and domestic arts, to a standard liberal arts college granting the Bachelor of Arts, Bachelor of Science, and Bachelor of Music degrees.

Alabama College in 1925 was admitted to membership in the Southern Association of Colleges and Secondary Schools, and in 1928 to the Association of American Colleges. In 1931 it was approved by the American Association of University Women, and in the same year the School of Music was accredited by the National Association of Schools of Music. The College was placed on the approved list of the Association of American Universities and was granted membership in the American Council on Education and the Southern University Conference in 1935. It is also a member of the Association of Alabama Colleges.

The College will open on September 6, 1939, for the forty-fourth annual session.

## THE LOCATION

Located in Montevallo, a picturesque village near the exact center of the state, Alabama College is accessible by railroads and improved highways. Students may come directly to the Montevallo station on the Southern Railroad line extending from Rome, Georgia, to Meridian, Mississippi; or by taxi from Calera seven miles away on the main line of the Louisville and Nashville; or to Wilton, two miles distant on the Southern line between Birmingham and Mobile.

To the east, Montevallo is connected by seven miles of paved road with Calera on the Montgomery-Birmingham Highway No. 31. Improved Highway No. 25 leads to Centerville, connecting with highways serving the western part of the state. A recently improved short route by way of Siluria brings the College within 35 miles of Birmingham, only 11 miles of which is unpaved. The all-paved route by Calera is 42 miles.

## BUILDINGS AND GROUNDS

The College grounds consist of 106 acres. These include the land on which the training schools are located, which was given to the College by the Town of Montevallo. In recent years all main streets and walks have been paved. The addition of shrubbery, flowers and year-round green lawns has made of the campus one of the beauty spots of Alabama.

An out-door theatre is being constructed in the natural cup just below and to the west of Flower Hill. To the broad playing field of the upper campus, devoted to archery, baseball, hockey, soccer and other sports, is now added a still larger field in the valley below. Twelve well-conditioned tennis courts are at the disposal of students.

Thomas Waverly Palmer Hall, which bears the name of the third president of the College, was opened in 1930. It contains administration offices, an auditorium seating approximately sixteen hundred, excellent stage facilities and one of the great institutional pipe organs of the South.

COMER HALL, named for Braxton Bragg Comer, governor of Alabama 1907-1911, is under construction and will be completed before the opening of the 1939-40 session. This will be a classroom building.

BLOCH HALL is named in honor of Sol D. Bloch, of Camden, Alabama, who was author of the bill establishing the College and who served continuously on the Board of Trustees from its organization until 1919. The building, which was opened in 1915, contains classrooms, departmental offices, and laboratories.

REYNOLDS HALL was erected in 1851, the lot having been donated by Edmund King. It is named for Captain H. C. Reynolds, the first president of the College. In front of this building men from the vicinity were mustered into service for the War Between the States, a regiment receiving here the flag made by the women of Montevallo. It was first the home of the Montevallo Male Institute and was converted by the Cumberland Presbyterians into a high grade school for women. It now contains classrooms, an auditorium, offices, gymnasium, supply store, and the College post office.

Construction now under way, however, including remodeling and enlarging, will convert Reynolds Hall into a modern Student Union Building by the opening of the 1939-40 session.

CALKINS HALL, completed in 1917, is named in memory of the late Charles Rendell Calkins, director of music from 1913 to 1920. It contains the office of the director of the School of Music, classrooms, studios, practice rooms, and a recital hall.

THE FIELD HOUSE, completed in 1938, is the center of activity for the Department of Health and Physical Education. The building is on the lower campus by the new playing fields. It contains a large gymnasium floor, locker rooms, lounges and faculty offices.

THE LIBRARY, which was dedicated in 1923, contains the librarian's office, cataloguing rooms, a stack room, and a reading room with seating capacity of 150. Other reading rooms are on the second floor where current newspapers and periodicals, bound volumes of magazines and newspapers, and special book collections are available. The library has 38,000 accessioned volumes. The collection is classified by the Dewey Decimal System and is catalogued by author, title and subject matter. The library receives 267 periodicals, the greater number of which are indexed in The Art Index, The Readers Guide, Education Index or The International Index.

An addition to the Library, now under construction, will provide about twice the present book capacity by the opening of the 1939-40 session.

With the exception of a few special collections, books may be drawn for two weeks by faculty, officers, and students. Volumes devoted exclusively to one department, however, may be drawn for an

entire semester by a professor for use in the work of that department. The library is open during the regular session from 8 A.M. to 9:30 P.M., from Mondays through Fridays; from 8:30 A.M. to 5 P.M. on Saturdays; from 12:30 P.M. to 1 P.M. on Sundays.

MAIN DORMITORY comprises three distinct units, connected by cross halls. The three wings are named for distinguished teachers who served the institution for many years. The east wing is known as Mary Goode Stallworth Hall; the central wing as Annie Kennedy Hall; the west wing as Elizabeth Haley Hall. The dormitory contains parlors, reception halls, dining halls and rooms for approximately four hundred twenty students.

RAMSAY HALL is named for Mrs. Janet Erskine Ramsay, the mother of Mr. Erskine Ramsay, of Birmingham, who gave $100,000 toward the erection of the building. It was occupied first in 1925 and accommodates approximately one hundred twenty students.

HANSON HALL is named for Mrs. Weenona Hanson, the late wife of Mr. Victor Hanson, publisher of The Birmingham News-Age-Herald, who contributed substantially toward its erection in 1929. It accommodates approximately one hundred ninety students.

TUTWILER HALL, named for Julia Strudwick Tutwiler, who was the first elected president of Alabama College though she resigned before the opening day, is under construction and will be completed in time for use at the opening of the 1939-40 session. This hall will provide 102 students with a modern and unusually attractive campus residence.

COOPERATIVE HOUSES accommodate about fifty students. Following the practice of many colleges and universities, Alabama College maintains three cottage residences, Middle Street House, Vine Street House, and Oak Street House, for those students who wish to reduce their expenses by cooperative living.

PETERSON HALL, the College Infirmary, is named in honor of the second president of the College, Dr. Francis Marion Peterson.

KING HOUSE, erected in 1823, was the "Mansion House" of the first owner of the land on which the College is built. Now used for offices of the student counselor and members of the Psychology Department, King House is said to be the first brick house and the first with glass windows in this part of the state.

STORRS'S RESIDENCE has been remodeled and moved from the southeast corner of the campus to a central location, where it is used by the Home Economics Department of the training school.

SOCIOLOGY BUILDING, a frame structure located just within the East Gate, has been enlarged and improved to provide offices for members of the Sociology Department.

THE PRESIDENT'S HOUSE, of colonial architecture, was erected in 1926 on Flower Hill, the highest point on the northern end of the campus.

## TRAINING SCHOOL BUILDINGS

The Junior and Senior High Schools were transferred in 1929 from Reynolds Hall on the College campus to a new training school building, erected through the cooperation of the County Board of Education, the State Board of Education, and the College. It contains office and classrooms, housing all high school work except that in home economics. The addition of a combination auditorium and gymnasium is under construction in 1939.

The Elementary Training School building, constructed by the Town of Montevallo and used for a number of years as a practice school, was deeded to the College in 1928. It contains classrooms, offices, a cafeteria, and a small auditorium.

The New Elementary Training School building, located between the High School and the original Elementary School building, is under construction in 1939.

## OTHER FACILITIES

WAPI Broadcasting Station is jointly owned by Alabama Polytechnic Institute, the University of Alabama and Alabama College. By remote control from Palmer Hall, the College presents frequent radio programs, in which officers, faculty and students participate.

The Supply Store is maintained in Reynolds Hall for the convenience of students. It is connected with the College post office, where mail is delivered twice daily.

The Power House supplies ample heat and light to all campus buildings. The construction of a new boiler plant in 1936 was an important addition to College facilities.

The Laundry, adjacent to the Power House, serves students, staff and departments of the College.

The Dairy Farm contains approximately two hundred acres, eighty-five of which are under cultivation. The herd consists of over one hundred registered and grade Jersey and Holstein cattle.

The Water Supply of the College is declared by health authorities to be excellent. Spring water is purified by a filtration plant completed in 1936. The supply serves for fire protection as well as for the needs of all campus buildings. Within the buildings are chemical fire extinguishers and fire hose, and outside there are plugs to which fire hose may be attached. Fire hose carts, each containing five hundred feet of hose, are conveniently located so that several streams of water can be concentrated at any point. Two fire drills are held each month.

# LABORATORIES

## BIOLOGY

Laboratories of the Department of Biology occupy four rooms in Bloch Hall. Three of these rooms are equipped with special facilities and supplies for courses in general biology, zoology, botany, histology, and physiology, such as compound microscopes, dissecting lenses, mounted slides, microtomes, paraffin oven, field glasses for the study of birds, charts, models, skeletons, plant and animal specimens, balopticon, and moving picture machine. The fourth room has been designed especially for laboratory courses in general and pathogenic bacteriology. It contains sterilizers, incubators, autoclaves, hot air oven, Wasserman bath, steel lockers, and oil immersion microscopes. A green house for the use of the department adjoins the laboratories.

## PHYSICAL SCIENCE

Laboratories of the Physical Science Department are located in the basement of Bloch Hall, occupying seven rooms in the northeast end of this building. Each laboratory is equipped with standard furniture consisting of Alberlene stone-top desks and side shelves for reagents. Hoods are supplied in the general and quantitative laboratories. A lecture room, accommodating forty-eight students, a stock room, and office space for instructors are also provided.

## HOME ECONOMICS

On the third floor of Bloch Hall are two food preparation laboratories one of which is arranged on unit kitchen plan with different types of equipment in each kitchen. A kitchenette, store room, and dining room are adjacent to this laboratory. The reading room, with current periodicals relating to foods and institutional management, is on the same floor. Here, too, is the equipment laboratory with facilities for testing various household electrical equipment. Other work in household equipment, such as learning how to refinish furniture and make simple repairs, is carried on in this laboratory.

Clothing laboratories are on the second floor of Bloch Hall. Folding doors between them may be opened to provide an auditorium capable of seating 200 people. The equipment of the laboratories includes various types of sewing machines and a Scott tensile strength testing machine. Adjacent to the laboratory is a student reading room with current periodicals relating to clothing and retailing.

The Nursery School is housed in a two-story frame dwelling. It has a play room, dining room, kitchen, screen porch, bathroom, two sleeping rooms, reception hall, and a reading room for parents. The back yard is large and provides ample play space for sand pile, jungle gym, slide, swings, tree house, and garden activities.

The College has two Home Management Houses. The one in Montevallo is an eight-room cottage-type house, with room for six girls and a director. The house in Columbiana is a two-story colonial, providing residence for eight girls and a director. Both houses serve as laboratories for senior students in home management.

# GOVERNMENT AND STUDENT WELFARE

## GENERAL REGULATIONS

Young women attending the College are accorded every privilege consistent with their welfare and opportunities, but the College, deeply conscious of its obligations to their parents and guardians as well as to the State, makes every effort to keep constantly in the minds of students the importance of maintaining high moral and social standards.

The Student Government Association, subject to approval by the College authorities, adopts such regulations as are needed for social life on the campus, and all students are expected to cooperate with the Executive Board and Student Senate in their observance. On registration, new students are given copies of the Students' Handbook which contains these regulations.

Students are not allowed to remain in Montevallo after Commencement or after the beginning of holidays unless written requests are received by the Dean of Residence from their parents or guardians. A student wishing to visit at a local home must secure, in addition to this permission, an invitation from the head of the family at whose home she is to visit.

No student, whether rooming in a dormitory or in a private home, is allowed to have an automobile for her use during the session.

Each student is expected to keep her room in order. Students may entertain guests in the dormitories for as many as three consecutive days by registering their names at the office in Main Dormitory and arranging with the Food Supervisor for their meals.

## HEALTH

Peterson Hall, the campus infirmary with thirty-six beds, is maintained exclusively for the care of students in all medical cases. It is deemed best to send surgical cases off the campus. A full-time physician and two nurses have charge of this department and live in the infirmary.

During the first weeks of each session the Medical Department in conjunction with the Health and Physical Education Department gives every student a medical and physical examination. On the result of this examination depends the class of activity which the student may elect, varying from a daily rest hour at the infirmary to the most vigorous physical exercise on the playing fields.

Members of the faculty are instructed to report to the resident physician any students who need advice concerning their health. All students unable to attend classes are required to report to the infirmary.

This insures prompt care for those who need it and safeguards other students.

## RELIGIOUS LIFE

Although the College is non-sectarian, its students find on the campus and in the town of Montevallo excellent religious influences. In addition to the College Young Women's Christian Association, there are a number of organized church groups in Montevallo with which students may find congenial Christian fellowship and opportunities for training in religious leadership. Four churches—Baptist, Episcopal, Methodist, and Presbyterian—welcome students to join in their religious life. Catholic students hold a service every Sunday morning, and once a month are visited by a Priest who holds Mass in a local home. Students of the College are encouraged to attend regularly the church of their choice.

## CONCERTS, LECTURES, AND PLAYS

Each year distinguished speakers, lecturers, and artists appear before the students and faculty in Palmer Auditorium. Many of these programs are presentations of the Concert and Lecture Course; others are arranged for the weekly convocations, and for special occasions of the College and of Montevallo civic organizations. These attractions are in addition to the plays, concerts, and lectures by theatre groups, music and dance groups, and individuals within the College. Among the visiting individuals and groups appearing at Alabama College during the 1937-1938 and 1938-1939 sessions were:

Rose Bampton: *Concert.*
The Rev. Charles R. Bell: *Sermon Series.*
Carl Sandburg: *Lecture and Readings.*
Paula LaCler: *Lecture.*
Joseph Szigeti: *Violin Concert.*
Humphrey-Weidman Concert Dance Group: *Demonstrations and Concert.*
Cornelia Otis Skinner: *The Wives of Henry VIII.*
Julian De Gray: *Piano Concert, Lectures.*
Lew Sarrett: *A Philosophy of Poetry.*
The Jooss International Ballet: *Concert.*
University of Alabama Glee Club: *Concert.*
Ruth Bryan Owen Rhode: *This Business of Diplomacy.*
Major C. Douglas Booth: *British Foreign Policy; Economic Nationalism and Its International Consequences; Peace Through Economic Cooperation on American Initiative.*
Frank M. Dixon: *Armistice Day Address.*
Dr. H. Augustine Smith, Boston University: *The Pageantry, Art and Music of the Church.*
St. Louis Symphony Orchestra: *Concert.*

ALABAMA COLLEGE

# ORGANIZATIONS

## ALUMNAE ASSOCIATION OF ALABAMA COLLEGE

The Alumnae Association of Alabama College, organized in 1902, promotes the welfare of the College and the alumnae by increasing the interest of members in the College and in each other.

Membership is open to any former student of the College on payment of the annual fee of $1.50 which covers membership dues and subscription to THE ALABAMIAN, the College newspaper.

The work of the Association is conducted through the Executive Board, composed of four officers and the standing committees, and the Faculty-Alumnae Committee which serves in an advisory capacity to the Alumnae Secretary.

The officers for the sessions 1937-1938 and 1938-1939 are: President, Mrs. S. R. Gibbons, '30, 416 Broadway, Birmingham; Vice-president, Mrs. Ralph Quinn, '17, 2109 15th Ave., S., Birmingham; Secretary, Miss Frances Ribble, '36, Montevallo; Treasurer, Miss Ethel Harris, '30, Montevallo.

### Presidents of Alumnae Clubs

*Alexander City,* Mrs. L. E. Sellers, Jr., Alexander City
*Andalusia,* Mrs. P. B. Flowers, Andalusia
*Anniston,* Mrs. Joseph Huger, Anniston
*Bessemer,* Miss Martha Lowery, 1512 7th Ave., Bessemer
*Birmingham,* Miss Anna Paul King, 3315 12th Ave., N., Birmingham
*Brewton,* Mrs. W. N. Roberts, Brewton
*Camden,* Miss Sara Moore, Camden
*Coffee County,* Miss Jean Richardson, Elba
*Cullman County,* Miss Evelyn Grey McAdory, Cullman
*Decatur,* Mrs. I. V. Timberlake, 209 S. Cherry St., Decatur
*Elmore County,* Miss Miriam Dunn, Wetumpka
*Evergreen,* Miss Nell Glenn Moorer, Evergreen
*Gadsden,* Miss Josephine Ford, 259 S. 9th St., Gadsden
*Geneva County,* Mrs. O. L. Pittman, Geneva
*Goodwater,* Mrs. H. L. Rogers, Goodwater
*Greenville,* Mrs. F. M. Zeigler, Greenville
*Guntersville,* Mrs. Herschel Johnson, Guntersville
*Huntsville,* Miss Dorothy Waits, Huntsville
*Lee County,* Mrs. Judson Salter, Opelika
*Mobile,* Miss Billie Seibert, Route 1, Mobile
*Montevallo,* Mrs. W. L. Gravlee, Montevallo

*Montgomery*, Miss Annie Seay Owen, 1031 S. McDonough, Montgomery
*Ozark*, Mrs. W. D. Thomason, Ozark
*Perry County*, Miss Mittie Sprott, Sprott
*Russellville*, Miss Elizabeth Pearson, Russellville
*Selma*, Mrs. James Smith, 527 Alabama Ave., Selma
*Sylacauga*, Mrs. S. M. Spivy, Sylacauga
*Talladega*, Mrs. W. W. Harkins, Talladega
*Tuscaloosa*, Mrs. R. D. Shamblin, St. Francis Apts., Tuscaloosa
*Washington, D. C.*, Mrs. R. O. Baldwin, 4541 Burlington Place, N.W., Washington, D. C.

## NATIONAL HONORARY SOCIETIES

### Delta Phi Alpha

Mu chapter of Delta Phi Alpha, national honorary fraternity which recognizes excellence in German, was established at the College in 1931.

Its purposes are to promote high scholarship; to stimulate the study of the German language, literature, and civilization; to improve understanding of the German-speaking people; to foster an appreciation of German culture.

### Kappa Delta Pi

Beta Lambda Chapter of Kappa Delta Pi, national honorary education society, was installed at the College in 1929. In fostering fellowship, scholarship, and achievement in educational work, it seeks to encourage among its members a higher degree of social service.

### Kappa Mu Epsilon

Alabama Gamma Chapter of Kappa Mu Epsilon, national honorary mathematics fraternity, was installed at Alabama College in April, 1937. Its purpose is to recognize and foster scholarship in mathematics, and to bring together groups of students in this and other colleges who are interested in the subject.

### Kappa Pi

Kappa Pi is a national honorary fraternity in art. Its purpose is to develop an appreciation and understanding of art for everyone and to support the work of the creative artist.

Students eligible are juniors and seniors who have maintained an average of B in art and maintained a scholastic average of at least C outside of art.

### National Collegiate Players

The thirtieth chapter of National Collegiate Players, honorary dramatic fraternity, was installed at the College in 1936. Its purpose is the affiliation of college groups for improvement by individual, group, or national effort in any phase of dramatic technique or dramatic literature.

### Omicron Nu

Alpha Gamma Chapter of Omicron Nu, national honorary home economics fraternity, was installed at the college in 1931. It recognizes scholarship, leadership, and research in this field.

### Pi Delta Phi

Lambda Chapter of Pi Delta Phi, national honorary French fraternity, was installed at the College in 1936. It seeks to stimulate scholarship in French. Its membership is open only to students who have completed a minimum of eight semester hours in advanced French courses, and who have maintained averages of B in general scholarship and in this subject.

### Pi Kappa Delta

Alabama Beta Chapter of Pi Kappa Delta, national honorary forensic society, was installed at the College in 1934. Its purpose is to promote intercollegiate debate, oratory, and public speaking.

### Zeta Phi Eta

Rho Chapter of Zeta Phi Eta, national honorary professional speech arts fraternity, was installed at the College in 1934. It seeks to build professional philosophy and to stimulate worthy speech and dramatic enterprises.

## OTHER STUDENT ORGANIZATIONS

### Alabama Players

Alabama Players, an honorary dramatic organization, selects its members on the basis of activity in dramatic productions.

The three steps to membership are designated as circles. The first circle requires eight points to be made in two fields of activity relative to dramatic production. The second circle may be acquired through achievement of fourteen points in three fields of activity. The highest circle, or full membership, may be secured by achievement of twenty points in four fields of activity.

## Art Club

The Art Club is composed of students with a major in art, and a group of associate members particularly interested in this field.

## Association for Childhood Education

The purposes of the Association for Childhood Education are to gather and disseminate knowledge of the movement for the education of children; to bring into active cooperation all childhood education, including parent education; to promote the progressive type of education in nursery school, kindergarten, primary and elementary grades; to raise the standard of the professional training for teachers and leaders in this field.

## Athletic Association

The Athletic Association of Alabama College is closely identified with the Department of Health and Physical Education. The Association offers an opportunity for each student to participate in the following intramural tournaments in the order listed: volleyball, soccer or hockey, basketball, baseball, tennis, swimming and archery. A year-round recreation program consisting of seasonal individual and team sports, dances and parties is sponsored by the organization. Its purposes are to promote the health, recreation and friendship of students; to create a joyous interest in play and to stimulate the highest type of college spirit.

The College Camp, available for use of all students and faculty members, was planned by the Association, and its executive board has responsibility for the maintenance of the Camp House.

## Biology Club

The Biology Club is open to all students in this field and to other students especially interested in this subject. Its purpose is to open new vistas into the world of nature and to give a deeper appreciation of the great scientists.

## Calkins Music Study Club

The Calkins Music Study Club is designed to promote the social enjoyment of its members and to aid in the stimulation of general music appreciation on the campus. An associate group is open by invitation to any student.

## College Theatre

The College Theatre, established in 1929, seeks to provide a theatre for the College and the community, a means of self-expression for the

students, and training for students in various phases of dramatic art.

It is the policy of the Theatre to produce the great dramatic classics; and to encourage by a playwriting contest, and production, the creative work of Southern writers.

Among the more important plays that the Theatre has produced are the following: *Beggar on Horseback, Antigone, The Importance of Being Earnest, The Assumption of Hannele, Much Ado About Nothing, The Imaginary Invalid, Bonds of Interest, The Chalk Circle, The Knight of the Burning Pestle, The Women Have Their Way, Iphigenia in Tauris, Snow White and the Seven Dwarfs, Is Life Worth Living? Such Is Life, The Path of Glory (du Garde Peach), The Faithful, Hobson's Choice, The Fan, Dear Brutus, High Tor.*

In addition, the Theatre has produced, or been instrumental in having produced, twenty-one plays by Southern authors.

### Dietetics Club

The Dietetics Club, organized in March, 1937, is open to any student interested in Dietetics. The programs of the club are conducted in the form of seminars.

### French Club

Le Cercle Francais was organized in 1928. Its purpose is to broaden appreciation of French culture. The programs are conducted in French, and membership is open to all students interested in the language. The Club is affiliated as a Cercle Universitaire with the Federation de L'alliance Francaise aux Etats-Unis et au Canada.

### Glee Club

The Glee Club stimulates interest in ensemble singing and offers opportunity for study of choral music of all periods and schools. Membership in the Glee Club proper is based primarily on the record of faithfulness to the work of the Associate Club, which is open to all students without examination. Concerts are given locally and on tours each year.

### Home Economics Club

The Home Economics Club, organized in 1930, seeks to stimulate interest in home economics, and to develop professional and social spirit among members. It is affiliated with the State and National Home Economics Association and follows the programs suggested by them.

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*Above* Calkins Hall, the music building
*Below* Main Residence Hall









### International Relations Club

The International Relations Club is open to all students interested in discussion of international affairs. It is organized under the auspices of the Carnegie Endowment for International Peace, from which new books and a number of pamphlets are received each year.

### Music Council

The object of the Music Council is to promote cooperation among campus musical organizations and the cause of good music on the campus.

### Orchestra

The Orchestra, composed of students in the School of Music, makes public appearances and devotes attention to the study of symphonic music. Eligibility is based on examination.

### Physical Education Club

The Physical Education Club is composed of students with a major in this field. In its efforts to stimulate interest and develop professional and social spirit among its members, the Club cooperates with the Physical Education Department.

### Presidents' Council

The Presidents' Council is composed of presidents of all student organizations. Its purposes are to stimulate interest in extra-curricular activities, to consider the formation of any new campus organizations, and to conduct business which concerns all student groups.

### Publications Board

The Publications Board, in control of student publications, is composed of three representatives from the senior class; two from the junior class; one from the sophomore class.

### Scribblers Club

The Scribblers Club was organized and federated in 1924. Its object is to foster the literary talent of students through study and companionship. Three branches are organized within the upper classes.

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*Above* The Library
*Below* A Campus Drive Showing the New Dining Hall (*left*), Peterson and Hanson Halls

### Secretarial Club

The Secretarial Club was organized in 1924 to promote business efficiency and interest in secretarial work. Membership is open to all students in this department.

### Social Service Club

The purposes of the Social Service Club are to provide opportunities for social contacts among those with a major in this field, and through special programs to vitalize the professional training of members.

### Speech Chorus

Membership in the Speech Chorus is gained through tryouts based first on speaking voice quality and possibilities, and second, on interpretative ability derived from a background of experience in literature. Programs are given locally and on tour.

### Speech Contest Board

The purpose of the Speech Contest Board, organized in 1937, is to control and promote all intramural and intercollegiate speech activities of the College.

### Student Government Association

Students become members of the Student Government Association when they pass examination on the student handbook. The management of the Association is vested in an executive board, which has legislative, judicial and executive functions, though the legislative duties are largely delegated to the Student Senate. All matters within the authority of the Association are considered by the executive board.

### Student Senate

The Student Senate was organized in 1925 by the Executive Board. A scholarship average of B is required for membership. It is composed of twenty seniors, fifteen juniors, twelve sophomores, and ten freshmen. Its object is to foster the highest type of college spirit, standards, and traditions.

### Young Women's Christian Association

The Young Women's Christian Association, through its social life, religious meetings, and relationships, seeks to promote right living in the

College community and to train for Christian work. It endeavors to create a spirit of friendliness and fellowship throughout the student body.

The Association is a member of the South Central Field and is affiliated with the National Board of Y.W.C.A. and the World Student Christian Federation. It is visited by field secretaries, and sends delegates to the Southern Regional Conference at Blue Ridge, N. C.

"Morning Watch," a short prayer service, is held every morning after breakfast in each dormitory; vesper services are held every Sunday afternoon; and step-singing in alternate weeks, under its auspices.

Interesting features sponsored by the Y.W.C.A. are: the College Tea Room; a scholarship which represents seventy-five per cent of the tea room profit each semester; the Sis-Major, Sis-Minor Organization, which enlists many former students in welcoming new students.

# PUBLICATIONS

## STUDENT PUBLICATIONS

THE ALABAMIAN, the College newspaper, was first published in 1923 and is issued bi-monthly during the regular session. Copies are delivered to all students and sent to their homes, the cost covered by the student activities fee. The subscription rate for others is $1 per year.

THE TECHNALA, yearbook of the College, was first published in 1907. Each student receives a copy, the cost of which is covered by the special fee of $2.50 payable at the opening of the session. This fee was added to the charges by request of the student body in the 1935-1936 session.

THE TOWER, literary magazine of the College, encourages creative writing on the campus and publishes the outstanding literary work of students. Each student receives a copy, the cost of which is covered by the student activities fee.

## COLLEGE PUBLICATIONS

THE BULLETIN: The College issues quarterly the *Bulletin,* a publication containing matter of general and specific interest to the citizens of the State, prospective students, and the College as a whole.

THE NEWS LETTER: The monthly *News Letter* carries announcements of specific services of the College, and information of general educational interest.

THE WEEKLY BULLETIN: This weekly publication serves as a calendar of campus activities, and is circulated among students and faculty only.

# SCHOLARSHIPS AND EMPLOYMENT

The College does not deny admission to any worthy and qualified young woman, but there are many, ambitious and deserving, who cannot attend because of insufficient funds. While assistance is now provided through gift and loan scholarships and through employment, in recent years the applications have greatly exceeded the opportunities for rendering such student aid and there is now particular need for additional grants.

The attention of public-spirited citizens who may be interested in contributing to the higher education of these young women of the State is directed to this situation with the invitation to communicate with the College officials for any further details which they may desire.

Founders of scholarships are given the full cooperation of the College in management of funds and in selection of the recipients.

## APPLICATIONS FOR AID

Applicants for aid should request of the President a copy of the official application blank which has space for a statement as to scholastic record, extent of need, and type of assistance preferred. This information, and the date of application, are among the factors considered by the College Committee in assigning the available student aid.

## EMPLOYMENT OF STUDENTS

Employment on the campus is provided annually for approximately 110 students, who pay part of their college expenses in this way. Additional employment has been granted through Federal funds during the past four years.

## TEACHING SCHOLARSHIPS

The School of Education of the College grants four teaching scholarships, founded in 1924, which cover college expenses. Applicants must have completed the equivalent of a two-year normal course. Preference is shown applicants with teaching experience. Holders of these scholarships have one-half teaching schedules and pursue college courses not exceeding twelve hours' credit a semester, the combined training being designed to qualify for the supervisory field. Applications should be made to the Director of Teacher Training at the College.

## GIFT SCHOLARSHIPS

### Lizzie Crenshaw Memorial Scholarship.

Mrs. J. H. Crenshaw, of Montgomery, former president of the Alabama Division of the United Daughters of the Confederacy, presented the College $1,250 for the establishment of the Lizzie Crenshaw Memorial Scholarship. The interest therefrom is awarded annually on the same conditions as the United Daughters of the Confederacy scholarships.

### Lucy Harper Hall Scholarship.

In 1927 the late Mrs. J. B. Hall, of Chicago, established two annual scholarships through donation of $2,500, the income from which is devoted to this purpose.

### M. V. Joseph Scholarship.

This scholarship was founded in 1935 through the gift of $2,500 to the College by Mrs. Rosalie J. Leventritt, of Chicago, in memory of her father, the late M. V. Joseph, a former member of the Board of Trustees. The interest on this sum is available throughout the College course for appointees who maintain satisfactory scholastic standing. Only graduates of Birmingham high schools are eligible and should apply to the College. Appointments are made on the recommendation of the Superintendent of Birmingham Schools.

### United Daughters of Confederacy Scholarships.

The Alabama Division of the United Daughters of the Confederacy established at the College, through a fund of $2,500, two scholarships known as the Virginia Clopton and the Sallie Jones scholarships. The income from this fund is available annually.

Applicants must be residents of Alabama and descendants of Confederate soldiers. Endorsement by the Alabama Division of United Daughters of the Confederacy scholarship committee and enrollment in a technical course are also required. Application should be made to Mrs. L. M. Bashinsky, Troy, Alabama.

## LOAN SCHOLARSHIPS

### Alta Patterson Memorial Scholarship.

This scholarship was established during the 1928-1929 session by the faculty, and the friends and family of Miss Alta Patterson, who was a member of the home economics faculty until her death in 1928. The scholarship, available to the amount of $250 a year, is open to seniors, juniors and sophomores, and preference in that order is given their applications.

American Association of University Women Scholarship.

The Montevallo Branch of the American Association of University Women has a fund of $125 for scholarship purposes. It is open to students who have better scholastic averages than C and who are not in chronically poor health. Interest of three per cent is paid on the loans, beginning two years after graduation or withdrawal of the appointees. Applications are received by the President of the College and are passed upon by the Executive Board of the Association.

Carrie McClure Knox Memorial Scholarship.

This scholarship of $50, open to students from Anniston, Alabama and vicinity, was established in 1935 by the Wednesday Study Club of that city as a tribute to its founder, the late Mrs. John B. Knox.

Charles Rendell Calkins Scholarship.

The senior class of 1922 established this scholarship of $150 in memory of the late Charles Rendell Calkins, who was for seven years director of music at the College. It is open to seniors in the School of Music.

College Night Loan Scholarship.

This scholarship was established by the Student Government Association in 1935 from the proceeds of College Night, an annual campus feature in which the entire student body participates. It was the expressed wish of the Association that the receipts from the program each year be added to the fund until it totals $10,000. The plan has been continued each year since the founding of the scholarship, which is open to juniors and seniors who have shown exemplary citizenship and which is available in amounts not exceeding $100 a year.

David Lindsay Chapter of the Daughters of American Revolution Scholarship.

The David Lindsay Chapter, the local branch of the Daughters of American Revolution, has established a scholarship of $50, which is open to seniors and juniors who have scholastic averages above C and good records in health and citizenship. Interest of three per cent is paid on the loans beginning one year after graduation or withdrawal of the appointees. Applications are made to the President of the College and are passed upon by the scholarship committee of the chapter.

Federation of Women's Clubs Scholarships.

The Alabama Federation of Women's Clubs, at its third annual meeting in 1897 at Anniston, Alabama began its active work for the College. At the suggestion of Mrs. James L. McConaughy, of the Montevallo Studiosis, the Federation through some of the individual clubs es-

tablished the Studiosis Loan Collection of books as a nucleus for the institution's library and also contributed to a scholarship fund.

In 1898 the Federation established the Kate Morizette Scholarship, and in 1909 the Conra McConaughy Scholarship. In 1911 the Federation received a gift of $100 from Miss Francilla Romah Haley, of Jasper, to establish the Elizabeth Haley Moore Scholarship. In 1916 she increased this fund to $225. Other scholarships have been established as memorials to Kate Hagan, Mary Hill Randle, Marie Pearce, Minnie Holman Phillips and Bessie Baker.

All of these scholarships are not granted annually but the Federation has offered scholarships totaling several hundred dollars each year.

These scholarships constitute a revolving fund for educational purposes only and cannot be used for personal expenses. Interest at the rate of four per cent is charged, beginning one year after the graduation or withdrawal of the beneficiaries. A note for the sum borrowed is required in duplicate, one copy for the College and the other for the Federation.

Applications should each be endorsed by two prominent local citizens and the superintendent of the school last attended. Applicants must be Alabama residents of high character and creditable scholarship. They must be qualified for the junior or senior college class.

In addition to the Federation Scholarships, which have a maximum value of $200 each, Alabama club women maintain several other scholarships which are not subject to the above regulations since they are given by club districts, counties, or individual clubs. Among these are the Fourth District Scholarship and the Jennie Mina Darling O'Neal Scholarship.

Lettie Daffin Perdue Scholarship.

This scholarship, providing $50 annually for four years for an appointee, was established in 1934 by the Woman's Auxiliary of the Alabama State Medical Association in memory of the late Mrs. James Devote Perdue, of Mobile, who as Lettie Daffin graduated with honors at the College. She was at one time associate librarian at the College and in 1932 was elected president of the Woman's Auxiliary to the State Medical Association.

As a tribute to Mrs. Perdue's unselfish service, the President of the College is authorized to award this scholarship to students of the State and preferably to daughters of physicians.

Linly Heflin Unit Scholarships.

Since 1926 the Linly Heflin Unit of Birmingham has provided several all-expense scholarships at the College.

### Mary Alice Mizell Scholarship.

This scholarship of $100, open to seniors, was established in 1924 by the late Mary Alice Boyd, of the Department of Education at the College. In 1925 she increased the fund to $150.

### Mary Goode Stallworth Alumnae Scholarship.

The State Alumnae Association founded this scholarship through a fund of $2,500 with which it assists members of the senior class. It is named in memory of Miss Mary Goode Stallworth, a member of the faculty in the early history of the institution.

### Music Council Scholarship.

In 1932 the Music Council at the College established this scholarship, for students with a major in music, through a fund of $150.

### Myrtle Brooke Scholarship.

Through a revolving fund of $250 the first group of students in social work at the College established this scholarship in that field of study. It is an expression of appreciation of the contribution to the development of scientific social work in Alabama by Miss Myrtle Brooke through her service in establishing social work at the College. The scholarship thus pays tribute to the pioneer spirit of a teacher who is loved and admired, and commemorates the first training course for social workers in the State.

### Opportunity Scholarship Fund.

Mrs. Maud Preuit Fennel, of Leighton, through Mr. C. M. Mauldin as trustee of the fund, granted $1,000 for the establishment of the Opportunity Scholarship Fund for the assistance of juniors and seniors. The maximum for any holder is $200 a year. More than forty students have been helped through this fund.

### Special Scholarship.

The Sunday School Class of Mrs. T. H. Napier in Montevallo over a period of five years raised the funds to establish this scholarship of $100, offered first in the 1930-1931 session and open to seniors.

### Young Women's Christian Association Scholarship.

The Young Women's Christian Association operates a tea room at the College, providing employment for three students each session, and uses three-fourths of the profits of the tea room for increasing its scholarship fund. Small amounts may be borrowed from this fund by students, and repaid after their graduation or withdrawal.

# COST OF ATTENDANCE

## *Room, Board and Laundry*

| | Session | Semester |
|---|---|---|
| All dormitories | $198.00 | $ 99.00 |

## *General Fees*

| | | |
|---|---|---|
| College fee | $ 50.00 | $ 25.00 |
| Building fee | 25.00 | 12.50 |
| Matriculation fee | 7.50 | 3.75 |
| Physician, Nurse, Hospital and Medicine fee | 10.00 | 5.00 |
| Lecture fee | 4.50 | 2.25 |
| Library fee | 4.50 | 2.25 |
| *Student activities fee | 7.50 | 3.75 |
| Total | $307.00 | $153.50 |

## *Semester Laboratory Fees*

| | |
|---|---|
| Art Courses | $1.00 |
| Biology 101, 102, 201, 202, 231, 232 | 4.50 |
| Biology 211, 212, 300, 340, 400, 401, 402, 410 | 6.00 |
| Biology 221, 222, 350 | 3.00 |
| Physical Science Courses (except 420, 431-432) | 4.50 |
| Home Economics 101, 102, 200, 250, 310, 320, 350, 400, 420, 451, 452, 461, 462, 471 | 2.00 |
| Home Economics 270, 370, 372, 380, 470, 472, 482 | 5.00 |
| Use of typewriter or business machine | 3.00 |

*The additional sum of $2.50, payable at the opening of each session, is charged by request of the 1935-1936 student body in order that every student may have a copy of the College yearbook, *The Technala.* Thus the student activities fee for the first semester has been increased from $3.75 to $6.25, making the total cost $156.00. Students entering in January will add $2.50 to the student activity fee for the second semester.

### *Music Fees*

The following fees, with the exception of those headed *Special Fees*, are inclusive of all charges for music tuition, use of practice instruments, and theoretical studies. The regular fees are based on two half-hour lessons a week with the required practice.

#### *Courses Leading to Bachelor of Music Degree*

| | Session | Semester |
|---|---|---|
| All curricula | $100.00 | $ 50.00 |

An additional fee of $5 a semester is charged in the wind and string pedagogy to cover the cost of maintenance on musical instruments.

Fees for music are not refunded after a student begins lessons in piano, voice, violin or organ. In case of continued illness of the student the lessons missed are made up.

#### *Courses Leading to Bachelor of Arts Degree with Music*

| | Session | Semester |
|---|---|---|
| Music Fee | $100.00 | $ 50.00 |

#### *Music Courses for Majors in Other Departments*

| | Session | Semester |
|---|---|---|
| Applied music, 2 lessons (private) | $100.00 | $ 50.00 |
| Applied music, 1 lesson (private) | 56.00 | 28.00 |
| Applied music (class) | 24.00 | 12.00 |

#### *Special Music Fees*

| | Session | Semester |
|---|---|---|
| Applied Music, 1 lesson (private) | $ 56.00 | $ 28.00 |
| Applied Music, 1 lesson (private without practice) | 50.00 | 25.00 |
| Piano Normal (private) | 18.00 | 9.00 |
| Piano Normal (class) | 10.00 | 5.00 |

Single lessons are $2 each.

### *Speech Fees*

| | Session | Semester |
|---|---|---|
| One individual lesson per week and practice | $36.00 | $18.00 |
| Two individual lessons per week and practice | 60.00 | 30.00 |
| Speech 390 | 10.00 | 5.00 |
| Corrective Speech | 10.00 | 5.00 |

### *Payments*

All charges are payable in advance in two installments on the first day of each semester as follows:

| | |
|---|---|
| September 6—Room, board, laundry, tuition, building and other general fees | $156.00 |
| January 22—Room, board, laundry, tuition, building and other general fees | 153.50 |
| *Total for Session | $309.50 |

In addition to the above charges payable by all boarding students, the laboratory fees, music fees, and speech fees are payable at the opening of the semester when each student must purchase books, a regulation gymnasium suit and other necessary supplies.

The rates above are for students who reside in Alabama and who attend for the entire semester. Special arrangements must be made with the President for any variation in this procedure of payment.

No reduction in room, board and laundry will be made for a student who enters the College within three weeks after the beginning of the semester. Students may enter after the expiration of three weeks of the semester only by special permission of the President, and will be charged all fees for the semester and $1 per day for room, board and laundry from entrance date to the close of the semester.

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* Students entering in January will be charged $2.50 additional to cover cost of the Student Annual, *The Technala*. See note under "Student Activities Fee."

## OUT-OF-STATE STUDENTS

Students from other states are charged an additional fee of $24 each per session, payable in installments of $12 at the beginning of each semester.

## LOCAL STUDENTS

Students residing in private homes do not pay medical fees or for room, board and laundry, but pay tuition and other fees at the beginning of the semester.

## REFUND

A student who withdraws before completion of a semester is charged $1 per day for room, board and laundry from the opening of the semester until notice of her withdrawal is received by the President. This sum is deducted from the total payment for room, board and laundry, and the remainder is refunded. But no refund will be made to the student who has been in residence 99 days or longer. No fee is refunded except that for room reservation when requested before August 15, and no refund is made for leave of absence.

# REQUIREMENTS FOR ADMISSION

1. Admission by Certificate from an Accredited School. An applicant for admission to the freshman class must present a certificate of graduation from a standard accredited high school, or a certificate showing credit for fifteen acceptable units earned during a period of four years of attendance in high school, or high school and summer school combined; or a certificate showing twelve units from an accredited senior high school.

If the certificate for fifteen units shows credit for only three years of attendance, the applicant must take entrance examinations on three units of work in fourth year high school subjects. If the certificate shows credit for three and one-half years of attendance, she must take an entrance examination on one unit's work in a fourth year high school subject.

2. Admission by Certificate and Examination. An applicant from a non-accredited high school who presents a certificate covering the work required for admission may be exempt from a part of the entrance examination provided the general character of the school attended, in the judgment of the admission committee, justifies such exemption. In such cases examinations are required in one unit of rhetoric and composition, one unit of English classics, one unit of history of literature, one unit of algebra, one unit of geometry, and one unit of history.

3. Admission by Examination. An applicant who does not present a satisfactory certificate is required to pass examination on fifteen units of high school work, including the prescribed subjects. This plan has been arranged for the benefit of mature students who have advanced credit and who wish to meet entrance requirements and become eligible for degrees.

Examinations for admission for the 1939-1940 session will begin on September 6 at 2 P.M. Application for these examinations must be made to the Dean ten days before the opening of the session and the examinations must be completed before registration of the student.

Special Students. Applicants twenty years of age or over who desire to pursue special courses may be admitted without formal examination, but must give evidence of adequate preparation to the instruction committee and to the heads of departments in which courses are sought.

Special students cannot become candidates for degrees or certificates until all requirements for entrance have been met, and in no case will such special courses lead to certificates or degrees.

In order for a special student to room in a dormitory she must take at least fourteen hours of work, six or more of which must be in academic subjects, and must conform to all regulations governing other students.

ADVANCED STANDING. A student may be admitted to advanced standing by presenting credits from an approved institution of college or university rank.

PRESCRIBED SUBJECTS. Of the fifteen units of high school work required, the following are prescribed: English—three units; *mathematics —two units; history—one unit.

The remaining units may be selected from the other subjects acceptable for admission provided not more than four units are offered in vocational subjects.

Maximum values in units for subjects are as follows:

| | | | |
|---|---|---|---|
| English | 4 | Chemistry | 1 |
| Modern Languages | 2 | Home Economics | 4 |
| Latin | 4 | Physical Education | ½ |
| Plane Geometry | 1 | Music | 2 |
| Solid Geometry | ½ | Art | 1 |
| Trigonometry | ½ | Commercial Subjects | |
| History and Civics | 4 | Business Arithmetic | 1 |
| Economics | 1 | Business English | 1 |
| Sociology | 1 | Commercial Geography | 1 |
| General Science | 1 | Shorthand | 1 |
| Biology | 1 | Bookkeeping | 1 |
| Physics | 1 | Typewriting | 1 |

*A graduate of a standard high school may be admitted without plane geometry but must secure credit in this subject before beginning college mathematics.

# REGISTRATION

## GENERAL INFORMATION

Freshmen will begin registering at 8 A.M. Wednesday, September 6.

Upper-classmen will begin registering at 1:30 P.M. Thursday, September 7.

Students must complete their enrollment at the Bursar's office by noon September 11 for the first semester, and by January 25 for the second semester, or pay the late registration fee of $2.

## FRESHMAN ORIENTATION

In order to assist freshmen in adjusting to the college environment, an orientation program is arranged. On registration day, September 6, members of the freshman class will be given a program to be followed in having their schedules arranged. The plan will include library lectures, special lectures by members of the administration, physical and medical examinations and general ability and diagnostic tests. The Student Government Association will give instruction in student regulations and student tradition, and various campus groups will arrange social gatherings to give opportunity for freshmen to get acquainted.

## ADMISSION AND ROOM RESERVATION

Those desiring to enter the College for the following session should fill out the Application for Admission on the last page and mail it to the President's Office. The Registrar of the College then will send the applicant a certificate of recommendation to be filled out by her high school principal. He will be expected to return this certificate directly to the Registrar of Alabama College.

With the application the sum of $2.50 should be enclosed for the reservation of a room. Upon registration, this amount will be credited to the student's account. Should the applicant be unable to attend, the $2.50 will be refunded only if the College is notified before August 15. For the reservation to be held the student must report at the opening of the session or send by telegram or letter a satisfactory reason for reporting late.

After reserving a room an applicant who is unable to attend is not permitted to transfer her reservation to another. Rooms are assigned in order of application and usually with one or two roommates, the College authorities reserving the right to change rooms or roommates at any time. New students accepted for admission will be instructed by the Dean of Residence as to room supplies which they should bring.

# ACADEMIC REGULATIONS

## SEMESTER SYSTEM

The semester system, based on the division of the academic year into two semesters of eighteen weeks each and a summer school of eleven weeks, is used. A student may enter at the beginning of any semester, and resident study during any two semesters or three summer schools is the equivalent of one academic year.

## UNIT OF CREDIT

The unit of credit is the semester-hour, each representing one hour of recitation with two hours of preparation a week for a period of eighteen weeks. As a rule two hours of laboratory work count as one hour of class.

## SCHEDULE OF WORK

The regular amount of work for a student is sixteen hours a semester in addition to physical education. No student will be allowed to take more than eighteen hours of work unless she has an average of B for the previous semester, the consent of the College Physician, the head of the department in which she has a major, and the Dean.

## CONDITION EXAMINATIONS

Condition examinations for the first semester will be given October 21, 1939. Applications for these examinations must be in the office of the Dean before October 7, 1939. Condition examinations for the second semester will be given March 9, 1940. Applications for these examinations must be in the office of the Dean before February 24, 1940.

## RECORDS AND GRADES

Final grades for each semester are recorded and preserved. Reports are submitted in duplicate, to students and to their parents or guardians at mid-semester and at the close of the semester. These grades represent the teachers' estimate of recitation, laboratory work, written work and final examinations. The grades are indicated as follows: A—Excellent; B—Good; C—Average; D—Passing; E—Conditional; F—Failure; I—Incomplete.

The passing grade regularly is D, but juniors and seniors electing freshman and sophomore subjects must make C.

A course on which a grade of F is received must be repeated in class. In order to receive credit for a course in which a grade of E or I is received, the E must be removed by taking the condition examination and the I

by completing the work during the next semester the student is in attendance.

Students who are absent more than one-sixth of the total number of classes during the semester are not allowed to take final examinations, except by special permission of the Dean, but are required to repeat the work.

## TRANSCRIPTS OF RECORDS

Graduates and other former students who have met their financial obligations to the College may secure transcripts of their records from the Registrar. Each will be furnished one complete transcript free, a charge of $1 being made for additional copies.

## COURSE NUMBERS

The system of course numbers is as follows:
When the numbers of a course are separated by a hyphen, the work of both semesters must be completed before credit will be granted for the course. When the numbers are separated by a comma, credit will be granted for each semester's work.

Freshman courses extending through both semesters are numbered 101-2, 111-2, 121-2, 131-2, and 141-2. One-semester courses are numbered 151, 152; 161, 162; 171, 172; 181, 182; and 191, 192. One-semester courses repeated during the year are numbered 100, 110, 120, 130, 140, 150, 160, 170, 180, and 190.

Sophomore, junior and senior courses extending through the year are numbered 201 to 242, 301 to 342, and 401 to 442, respectively. One-semester courses are numbered 251 to 292, 351 to 392, and 451 to 492, respectively. Those courses repeated during the year are numbered in multiples of ten as follows: sophomore courses from 200 to 290; junior courses from 300 to 390; senior courses from 400 to 490.

The first number represents the class and the last number the semester, with the exception that courses numbered in multiples of ten may be offered either the first or second semester.

The decimal point indicates that credit in Education is given for courses in other departments. The number after the decimal point designates the accredited department as follows:

| | |
|---|---|
| .1 Art | .6 Music |
| .2 English | .7 Physical Education |
| .3 Foreign Language | .8 Science |
| .4 History | .9 Speech |
| .5 Mathematics | .10 Secretarial Science |

## SCHOLARSHIP REQUIREMENTS

Credits and grade points are earned and recorded on the following basis:

| | |
|---|---|
| A—Excellent | 3 grade points per hour |
| B—Good | 2 grade points per hour |
| C—Average | 1 grade point per hour |
| D—Passing | 0 grade points |
| E—Conditional | 0 grade points |
| F—Failure | 0 grade points |
| I—Incomplete | 0 grade points |

Grade points for credits transferred from other institutions are granted on the basis of the first semester's work at Alabama College.

## HONORS

A student who completes the work for a degree with as many as 2.5 grade points for each hour is graduated with highest honors and this is cited with the degree.

A student who completes the work for a degree with as many as 2.0 grade points for each hour is graduated with honors and this is cited with the degree.

## PROBATION AND DISMISSAL

A student whose general average is below D at the end of the first semester may be required to withdraw or may be placed on probation.

If a student has taken thirty-four semester hours of work, regardless of whether she has passed it, and her record is twenty-five below the standard number of grade points, or one grade point for each hour, she is subject to enforced withdrawal at the end of the second or any subsequent semester.

In line with its policy to enroll students who seek diligently to maintain high standards of scholarship and conduct, the College reserves the right to request the withdrawal of any student whose general work, conduct and attitude show that she is not conforming to the standards and ideals of the institution. In such cases formal and specific charges are not necessary.

## ELIGIBILITY TO REPRESENT COLLEGE

A student must have passed all of her courses during the semester immediately preceding and must have a satisfactory conduct record in order to be eligible to represent any organization of the College in public performance off the campus.

## CLASSIFICATION

Fifteen units of high school credit must be presented by an applicant in order to qualify for the freshman class.

Twenty-seven semester hours of college credit and twenty-seven grade points are required for rank as a sophomore.

Sixty semester hours of college credit and sixty grade points are required for rank as a junior.

Ninety-four semester hours of college credit and ninety-four grade points are required for rank as a senior.

A student entering with one of the above rankings may be promoted to a higher ranking at the end of any semester provided she has the total number of hours and grade points required for the completion of the year from which she is to be promoted.

## ABSENCES

Permission to be absent from the College will be granted only on written request from parents or guardians. Absences are not recognized as relieving the students of responsibility for work missed, but in cases of enforced absence, such as on account of personal illness, the privilege of making up the work missed is granted. Students who are absent voluntarily receive deductions in class grades by their instructors.

## CHANGES IN COURSES

All changes in course of study must be approved by the Dean and are not allowed after the third week from the beginning of a semester. Exceptions may be made on recommendation of the College Physician or the head of the department in which the student is majoring. Any student who attends a class which is not listed on the Registrar's card and without the permission of the Dean will receive no credit for such work.

# REQUIREMENTS FOR GRADUATION

(*For requirements for specific degrees see page 54*)

1. An applicant for a degree must have credit for 128 semester hours of work in keeping with the requirements of the curriculum she is pursuing, plus eight semester hours of physical education and 136 grade points.

2. Students completing the two-year course in secretarial science must present 64 semester hours, plus four semester hours in physical education and 68 grade points.

3. Under special conditions a student may be excused from physical education, but only on the recommendation of the College Physician and with the approval of the Dean. In such cases students will substitute credits earned in other courses to meet the deficiency in physical education.

4. Two years of English are required in all curricula.

5. A candidate for the Bachelor of Arts degree must make an average of C in her major and minor departments, and a candidate for the Bachelor of Science or the Bachelor of Music degree must make an average of C in her major department and in any other department in which a formal minor is required.

6. A student who fails to earn the requisite number of grade points by the time she completes the courses specified for the degree may take sufficient additional work to earn the required number of grade points, but such courses must be approved by the Dean.

7. In the case of a student who has transferred credits from another institution, the average of her work during the first semester at Alabama College is taken as the average of the work transferred, and this average plus the average earned at Alabama College is the basis on which grade points are counted and honors awarded.

8. The responsibility for meeting the requirements for a degree rests on the student.

9. A formal application for a degree must be filed in the Registrar's office before the beginning of the last semester and preferably one year in advance of the date on which the degree is to be conferred.

10. The major and the minor should be chosen by the end of the sophomore year.

11. Conditions and incompletes must be removed at or before the regularly scheduled condition examinations during the first semester the student is in attendance after the condition or incomplete has been made.

12. The work of both semesters of a course in which a hyphen separates the course numbers must be completed before credit will be granted for that course.

13. Each student is required to take before graduation a general ability test such as that administered to all entering freshmen.

### DRAMATIC ART

A minor in dramatic art is permitted in the Liberal Arts Curriculum. Students who wish a minor in this field or who wish electives that will give training in dramatic art should consider the following departments and the courses indicated when making selections: Art 111, 112, 201, 202, 251, 252, 312; English 310, 361, 362, 451 and 452; French 382 and 381; History 101 and 102; Home Economics 361; Classics 450; Physical Education, dancing; Speech 200, 211, 212, 220, 311, 350, 411, 412 and 470.

## REQUIREMENTS FOR BACHELOR OF ARTS, BACHELOR OF SCIENCE, AND BACHELOR OF MUSIC DEGREES

I. General Requirements.

1. Completion of 128 hours, plus eight hours of physical education, with 136 grade points.
2. On transferring from another institution at least one regular session of nine months must be spent in residence and credit must be secured for at least thirty hours in advanced courses approved by the Dean and the head of the major department.
3. Completion of the last six hours of the major and minor subjects at the College.
4. Meeting the requirements for major and minor subjects as follows:
   (a) A major in an academic subject consists of from twenty-four to thirty hours, and in technical subjects of from thirty to forty hours.
   (b) A formal minor is composed of a minimum of eighteen hours.
   (c) Courses for the major and the formal minor must be selected with the advice of the professor in the major subject and with the approval of the Dean.
   (d) In order to secure teachers' certificates on graduation, major and minor subjects approved by the State Department of

Education for certification must be selected. In the curricula requiring only one year of science, biology is recommended.

II. Special Requirements for Bachelor of Arts Degree.

1. The major and minor subjects must be chosen from the Divisions of Language and Literature, Social Sciences, certain curricula in the Division of Fine and Practical Arts, and in mathematics.

2. Completion of twelve hours of English, twelve hours of mathematics and science, *twelve hours of foreign language, and not more than twenty hours of technical work.

III. Special Requirements for Bachelor of Science Degree.

1. The major subject must be chosen from the Divisions of Science and Mathematics or from certain curricula in the division of Fine and Practical Arts.

2. Completion of **twenty-four hours in the Division of Science and Mathematics, twelve hours of English, twelve hours of social studies and ***twelve hours of foreign language.

IV. Special Requirements for Bachelor of Music Degree.

(*See School of Music, page* 117)

* Students who enter with two units in a foreign language may meet this requirement on taking only six additional hours of the language.

** Students taking secretarial science may be excused from part of the requirement.

*** Students taking the teacher training course in home economics may be excused from the foreign language requirement.

# CURRICULA

For some time committees of the faculty have been making a study of the Curricula of the College and have made changes and suggested methods of reorganization in order to modernize all departments, giving consideration to both concentration and distribution. The reorganization includes a grouping of the departments into the following divisions as a basis for further study:

I. Fine and Practical Arts, including art, home economics, music, physical education, and secretarial science.

II. Language and Literature, including English, foreign language, and speech.

III. Science and Mathematics, including biology, physical science, and mathematics.

IV. Social Science, including education; history, political science and geography; psychology and philosophy; religious education; and sociology and economics.

## GENERAL PRINCIPLES UNDERLYING CHANGES

The changes in the curricula are being made in the light of certain fundamental principles in present day education, embracing the belief that the first two years of college work should be devoted largely, but not exclusively, to general or liberal education and the last two years mainly to the fields of concentration. This general or liberal education should acquaint the student with each of four or five broad fields; should aid in the acquisition of certain effective mental tools; should assist in adaptations to contemporary problems that are faced; and the work in its entirety should be directed toward establishing certain groups of attitudes and providing certain experiences rather than toward the mere acquisition of facts.

# BACHELOR OF ARTS DEGREE
## LIBERAL ARTS

### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 101 | 3 | English 102 | 3 |
| Foreign Language 101 | 3 | Foreign Language 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| Mathematics or Science 101 | 3 | Mathematics or Science 102 | 3 |
| Elective | 1 | Elective | 1 |
| Speech 141 | 1 | Speech 142 | 1 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| | 17 | | 17 |

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 201 | 3 | English 202 | 3 |
| Foreign Language 201 | 3 | Foreign Language 202 | 3 |
| Psychology 201 | 3 | Psychology 202 | 3 |
| Science | 3 | Science | 3 |
| Sociology 201 | 3 | Sociology 202 | 3 |
| Elective | 1 | Elective | 1 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Major Subject | 3 | Major Subject | 3 |
| Minor Subject | 3 | Minor Subject | 3 |
| Electives | 10 | Electives | 10 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Major Subject | 3 | Major Subject | 3 |
| Philosophy 440 | 3 | Philosophy 450 | 3 |
| Electives | 10 | Electives | 10 |
| Physical Education 401 | 1 | Physical Education 402 | 1 |
| | 17 | | 17 |

Candidates for the Liberal Arts degree should elect a major field at the end of the freshman year from the following: English, foreign language, history and political science, mathematics, sociology and economics, and speech. The candidate should submit with the approval of the professor in her major field a program of studies for the next three years that will provide for a minor field and such other related courses as will be needed in building a satisfactory program. Students may elect courses in applied music, composition or theory, but these courses shall not constitute a major or a minor. After the program of work has been planned it must be approved by the Dean.

# BACHELOR OF ARTS DEGREE

## ART

### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Art 111 | 3 | Art 112 | 3 |
| Art 200 | 1 | Art 210 | 1 |
| English 101 | 3 | English 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| Mathematics or Science 101 | 3 | Mathematics or Science 102 | 3 |
| Speech 141 | 1 | Speech 142 | 1 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| | 17 | | 17 |

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Art 201 | 2 | Art 202 | 2 |
| Sociology 201 | 3 | Sociology 202 | 3 |
| English 201 | 3 | English 202 | 3 |
| Foreign Language 101 | 3 | Foreign Language 102 | 3 |
| Psychology 211 | 2 | Psychology 212 | 2 |
| Science | 3 | Science | 3 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Art 321 or 361 | 2 | Art 322 or 362 | 2 |
| Art Elective | 2 | Art Elective | 2 |
| Education 310 | 3 | Education 320 | 3 |
| Education 350 | 3 | Education 350.1 | 3 |
| Foreign Language 201 | 3 | Foreign Language 202 | 3 |
| Electives | 3 | Electives | 3 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Art Elective | 4 | Art Elective | 6 |
| Integrated Education Course | 10 | Electives | 10 |
| Electives | 2 | Physical Education 442 | 1 |
| Physical Education 441 | 1 | | |
| | 17 | | 17 |

This curriculum leads to the Bachelor of Arts degree with a major in art. It also allows for another subject major. A student not preparing to teach may substitute for the courses in Education. Courses will be arranged to meet the individual needs of students wishing a major in such other fields of art as costume, interior and industrial design, or painting.

# BACHELOR OF ARTS DEGREE

## RETAIL ECONOMICS

### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 101 | 3 | English 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| French 101 | 3 | French 102 | 3 |
| Home Economics 101 | 3 | Home Economics 102 | 3 |
| Speech 141 | 1 | Speech 142 | 1 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| Electives | 1 | Electives | 1 |
| | 17 | | 17 |

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 201 | 3 | English 202 | 3 |
| Physical Science 111 | 3 | Physical Science 112 | 3 |
| French 201 | 3 | French 202 | 3 |
| Sociology 210 | 2 | Sociology 220 | 2 |
| Art 150 | 3 | Physical Science 340 | 3 |
| Psychology 211 | 2 | Psychology 212 | 2 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Economics 350 | 3 | Economics 360 | 3 |
| *Home Economics 200 | 1 | Psychology 340 | 2 |
| Home Economics 300 | 2 | Physical Science 360 | 3 |
| Home Economics 320 | 2 | Home Economics 362 | 3 |
| Home Economics 360 | 1 | *Home Economics 200 | 2 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| Electives | 7 | Electives | 3 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Home Economics 451 | 5 | Home Economics 310 | 2 |
| Home Economics 460 | 4 | Home Economics 420 | 2 |
| Home Economics 461 | 5 | Home Economics 462 | 3 |
| Art 311 | 3 | Physical Education 402 | 1 |
| | | Electives | 9 |
| | 17 | | 17 |

The student should major in English and speech, the social sciences, or foreign languages. She may minor in any one of these three or in art, provided the restrictions on technical art courses be observed. There are enough electives to allow latitude in the selection of major and minor.

*The student interested in clothing may take Home Economics 250 and 350 instead of Home Economics 200.

# BACHELOR OF ARTS DEGREE

## SOCIOLOGY AND SOCIAL SERVICE

### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 101 | 3 | English 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| Home Economics 101 | 3 | Home Economics 102 | 3 |
| Mathematics or Science 101 | 3 | Mathematics or Science 102 | 3 |
| Speech 141 | 1 | Speech 142 | 1 |
| Elective | 1 | Elective | 1 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| | 17 | | 17 |

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Sociology 231 | 3 | Sociology 232 | 3 |
| English 201 | 3 | English 202 | 3 |
| Foreign Language 101 | 3 | Foreign Language 102 | 3 |
| Psychology 201 | 3 | Psychology 202 | 3 |
| Science | 3 | Science | 3 |
| Elective | 1 | Elective | 1 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Sociology 321 | 2 | Sociology 322 | 2 |
| Sociology 370 | 1 | Sociology 370 | 1 |
| Foreign Language 201 | 3 | Foreign Language 202 | 3 |
| Economics 301 | 3 | Economics 302 | 3 |
| Home Economics 300 | 2 | Home Economics 430 | 2 |
| Electives | 5 | Electives | 5 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Sociology 421 | 4 | Sociology 422 | 4 |
| Sociology 461 | 2 | Sociology 462 | 2 |
| Sociology 470 | 2 | Sociology 470 | 2 |
| Political Science 351 | 3 | Sociology 410 | 3 |
| Electives | 5 | Electives | 5 |
| Physical Education 401 | 1 | Physical Education 402 | 1 |
| | 17 | | 17 |

A minor may be chosen in English, foreign language, history, mathematics, or psychology.

# BACHELOR OF ARTS DEGREE

## SPEECH AND DRAMATICS

### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 101 | 3 | English 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| Mathematics or Science 101 | 3 | Mathematics or Science 102 | 3 |
| Speech 101 | 3 | Speech 102 | 3 |
| Speech 121 | 1 | Speech 122 | 1 |
| Elective | 1 | Elective | 1 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| | 17 | | 17 |

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Sociology 201 | 3 | Sociology 202 | 3 |
| English 201 | 3 | English 202 | 3 |
| Foreign Language 101 | 3 | Foreign Language 102 | 3 |
| Psychology 201 | 3 | Psychology 202 | 3 |
| Speech 211 | 3 | Speech 212 | 3 |
| Speech 221 | 1 | Speech 222 | 1 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Speech 311 or 371 | 2 | Speech 350 or 372 | 2 |
| Speech 250 | 2 | Speech 382 | 2 |
| Foreign Language 201 | 3 | Foreign Language 202 | 3 |
| Science | 3 | Science | 3 |
| Education 310 | 3 | Education 320 | 3 |
| Education 350 | 3 | Education 350.9 | 3 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Speech 421 | 1 | Speech 422 | 1 |
| Directed Speech | 2 | Speech 470 | 2 |
| Education 450 | 2 | Education 450 | 2 |
| Education 432 or 460 | 2 | Education 410 or 420 | 2 |
| Education 442 or 461 | 2 | Electives | 9 |
| Electives | 7 | Physical Education 442 | 1 |
| Physical Education 441 | 1 | | |
| | 17 | | 17 |

The minor in this curriculum must be taken in some field other than English. In physical education, dancing should be taken in the sophomore and junior years.

# BACHELOR OF SCIENCE DEGREE

## BIOLOGY

### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 101 | 3 | English 102 | 3 |
| French or German 101 | 3 | French or German 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| Physical Science 111 | 3 | Physical Science 112 | 3 |
| Art 200 | 1 | Art 210 | 1 |
| Speech 141 | 1 | Speech 142 | 1 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| | 17 | | 17 |

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Biology 221 | 2 | Biology 222 | 2 |
| Biology 231 | 3 | Biology 232 | 3 |
| Sociology 201 | 3 | Sociology 202 | 3 |
| English 201 | 3 | English 202 | 3 |
| French or German 201 | 3 | French or German 202 | 3 |
| Psychology 211 | 2 | Psychology 212 | 2 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Biology 340 | 4 | Biology 350 | 4 |
| Physical Science 301 or 201 | 3 | Physical Science 302 or 202 | 3 |
| Education 310 | 3 | Education 320 | 3 |
| Education 350 | 3 | Education 350.8 | 3 |
| Electives | 3 | Electives | 3 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Biology 401 | 4 | Biology 402 or 410 | 4 |
| Biology 430 | 2 | Education 442 or 461 | 2 |
| Education 432 or 460 | 2 | Education 410 or 420 | 2 |
| Education 450 | 2 | Education 450 | 2 |
| Electives | 6 | Electives | 6 |
| Physical Education 441 | 1 | Physical Education 442 | 1 |
| | 17 | | 17 |

This curriculum leads to the Bachelor of Science degree, and to the Secondary Professional Class B certificate. Students not wishing to qualify for teachers' certificates may substitute other electives for Education. A minor of eighteen hours in an unrelated field is required in this curriculum.

# BACHELOR OF SCIENCE DEGREE

## MATHEMATICS

### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 101 | 3 | English 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| Mathematics 101 | 3 | Mathematics 102 | 3 |
| Physical Science 111 | 3 | Physical Science 112 | 3 |
| Speech 141 | 1 | Speech 142 | 1 |
| Elective | 1 | Elective | 1 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| | 17 | | 17 |

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Sociology 201 | 3 | Sociology 202 | 3 |
| English 201 | 3 | English 202 | 3 |
| Foreign Language 101 | 3 | Foreign Language 102 | 3 |
| Mathematics 201 | 3 | Mathematics 202 | 3 |
| Psychology 211 | 2 | Psychology 212 | 2 |
| Elective | 2 | Elective | 2 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Mathematics 301 | 3 | Mathematics 302 | 3 |
| Biology 201 | 3 | Biology 202 | 3 |
| Education 310 | 3 | Education 320 | 3 |
| Education 350.5 | 3 | Education 350.8 | 3 |
| Foreign Language 201 | 3 | Foreign Language 202 | 3 |
| Elective | 1 | Elective | 1 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Mathematics 451 | 3 | Mathematics 452 or 462 | 3 |
| Physical Science 301 | 3 | Physical Science 302 | 3 |
| Education 450 | 2 | Education 450 | 2 |
| Education 442 or 461 | 2 | Education 410 or 420 | 2 |
| Education 460 or 432 | 2 | Electives | 6 |
| Electives | 4 | Physical Education 442 | 1 |
| Physical Education 441 | 1 | | |
| | 17 | | 17 |

This curriculum leads to the Bachelor of Science degree and to the Secondary Professional Class B certificate. Students not wishing to qualify for a certificate may substitute other electives for Education. A student taking this curriculum should elect an additional year in science.

# BACHELOR OF SCIENCE DEGREE

## PHYSICAL EDUCATION

### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Biology 201 | 3 | Biology 202 | 3 |
| English 101 | 3 | English 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| Speech 141 | 1 | Speech 142 | 1 |
| *Physical Science 111 or Foreign Language 101 | 3 | Physical Science 112 or Foreign Language 102 | 3 |
| Physical Education 191 | 2 | Physical Education 192 | 2 |
| | 17 | | 17 |

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Biology 211 | 5 | Biology 212 | 5 |
| English 201 | 3 | English 202 | 3 |
| Psychology 211 | 2 | Psychology 212 | 2 |
| Sociology 201 or Foreign Language 201 | 3 | Sociology 202 or Foreign Language 202 | 3 |
| Physical Education 200 | 1 | Physical Education 240 | 2 |
| Physical Education 291 | 2 | Physical Education 292 | 2 |
| Elective | 1 | | |
| | 17 | | 17 |

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Physical Education 351 | 3 | Physical Education 382 | 3 |
| Physical Education 361 | 2 | Physical Education 362 | 2 |
| Physical Education 391 | 2 | Physical Education 392 | 2 |
| Education 310 | 3 | Education 320 | 3 |
| Education 350.8 | 3 | Education 350.7 | 3 |
| *Sociology 201 or Physical Science 301 | 3 | Sociology 202 or Physical Science 302 | 3 |
| Elective | 1 | Elective | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Biology 300 | 3 | Psychology 350 | 3 |
| Physical Education 461 | 1 | Physical Education 462 | 1 |
| Physical Education 471 | 3 | Physical Education 482 | 2 |
| †Integrated Education | 10 | Electives | 11 |
| | 17 | | 17 |

This curriculum leads to the Bachelor of Science degree and to the Secondary Professional Class B Certificate. Students not wishing to qualify for a certificate may substitute other electives for Education.

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*Six hours in sociology and a minimum of twenty-four hours in science are required. Students who do not take a foreign language must complete thirty hours of science.

†The integrated education course may be taken either semester.

# BACHELOR OF SCIENCE DEGREE

## PHYSICAL SCIENCE

### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 101 | 3 | English 102 | 3 |
| Foreign Language 101 | 3 | Foreign Language 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| Physical Science 111 | 3 | Physical Science 112 | 3 |
| Speech 141 | 1 | Speech 142 | 1 |
| Elective | 1 | Elective | 1 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| | 17 | | 17 |

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Biology 221 | 2 | Biology 222 | 2 |
| English 201 | 3 | English 202 | 3 |
| Foreign Language 201 | 3 | Foreign Language 202 | 3 |
| Mathematics 111 | 3 | Mathematics 112 | 3 |
| Physical Science 201 | 3 | Physical Science 202 | 3 |
| Psychology 211 | 2 | Psychology 212 | 2 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Physical Science 301 | 3 | Physical Science 302 | 3 |
| Biology 300 | 3 | Biology 350 | 2 |
| Sociology 201 | 3 | Sociology 202 | 3 |
| Education 310 | 3 | Education 320 | 3 |
| Education 350 | 3 | Education 350.8 | 3 |
| Elective | 1 | Elective | 2 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Physical Science 401 | 3 | Physical Science 402 | 3 |
| Education 450 | 2 | Education 450 | 2 |
| Education 460 or 432 | 2 | Education 410 or 420 | 2 |
| Education 442 or 461 | 2 | Electives | 9 |
| Electives | 7 | Physical Education 442 | 1 |
| Physical Education 441 | 1 | | |
| | 17 | | 17 |

A minor of eighteen hours in an unrelated field is required in this curriculum. This curriculum leads to the Bachelor of Science degree and to the Secondary Professional Class B Certificate. Students not wishing to qualify for teachers' certificates may substitute other electives for education.

# BACHELOR OF SCIENCE DEGREE

## SECRETARIAL SCIENCE

### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 101 | 3 | English 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| Modern Language 101 | 3 | Modern Language 102 | 3 |
| Science 101 | 3 | Science 102 | 3 |
| Speech 141 | 1 | Speech 142 | 1 |
| Elective | 1 | Elective | 1 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| | 17 | | 17 |

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 201 | 3 | English 202 | 3 |
| Modern Language 201 | 3 | Modern Language 202 | 3 |
| Secretarial Science 101 | 3 | Secretarial Science 102 | 3 |
| Secretarial Science 111 | 2 | Secretarial Science 112 | 2 |
| Sociology 201 | 3 | Sociology 202 | 3 |
| Psychology 211 | 2 | Psychology 212 | 2 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Secretarial Science 201 | 3 | Secretarial Science 202 | 3 |
| Secretarial Science 211 | 2 | Secretarial Science 330 | 2 |
| Secretarial Science 321 | 3 | Secretarial Science 322 | 3 |
| Economics 350 | 3 | Education 350.10 | 3 |
| Education 310 | 3 | Education 320 | 3 |
| Electives | 2 | Electives | 2 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Secretarial Science 350 | 3 | Secretarial Science 360 | 3 |
| Education 450 | 3 | Secretarial Science 450 | 3 |
| Education 442 or 461 | 2 | Education 460 | 2 |
| English 350 | 2 | Education 410 or 420 | 2 |
| Geography 360 | 3 | Education 350 | 3 |
| Electives | 3 | Electives | 3 |
| Physical Education 441 | 1 | Physical Education 442 | 1 |
| | 17 | | 17 |

This curriculum leads to the Bachelor of Science degree and to the secondary Professional Class B Certificate. Students not wishing to qualify for this certificate may substitute electives for education.

## *TWO-YEAR CURRICULUM IN SECRETARIAL SCIENCE

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Secretarial Science 201 | 3 | Secretarial Science 202 | 3 |
| Secretarial Science 211 | 2 | Secretarial Science 212 | 2 |
| Secretarial Science 221 or | | Secretarial Science 222 or | |
| Elective | 3 | Elective | 3 |
| Secretarial Science 250 | 2 | English 202 | 3 |
| Secretarial Science 360 | 3 | English 250 | 2 |
| English 201 | 3 | Electives | 3 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

This curriculum is designed particularly for students who desire training for positions as secretaries in business offices, but are unable to spend in preparation the amount of time necessary to secure a degree.

*The two-year curriculum in Secretarial Science will not be offered in 1940-41. No students are being admitted to the freshman year after September, 1938, or to the sophomore year after September, 1939.

*For Education curricula, see Department of Education.*

*For Home Economics curricula, see School of Home Economics.*

*For Music curricula, see School of Music.*

# PART THREE

## DEPARTMENTAL ANNOUNCEMENTS

## ART

PROFESSOR KENNEDY; INSTRUCTORS ALLEN, CUNINGGIM

ART 100. CRAFTS.

An introduction to the study of crafts. Stress on appreciation of design through creative work. Problems deal with processes and designs suitable for the six basic craft materials,—clay, wood, rocks and minerals, fibers, reeds and rushes, and hides. *Credit, 1, 2, or 3 hours.*

MISS ALLEN

ART 111, 112. ART STRUCTURE.

A study of the structural elements of art: line, tone and color. Consideration of these in relation to architecture, painting and sculpture. Original problems, supplementary reading and discussion. *Credit, 3 hours each semester.* MISS KENNEDY

ART 150. ART IN HOME ECONOMICS.

A study of the structural elements of art in relation to the home. Original problems, reading and discussion to develop appreciation rather than skill. *Credit, 3 hours.* MISS ALLEN, MISS CUNINGGIM

ART 200. FREEHAND DRAWING.

A study of the rules of perspective and representation in pencil, pen and ink. *Credit, 1 hour.* MISS KENNEDY

ART 201, 202. PAINTING.

A beginning study of color and form as used in painting. Progressive problems planned to develop the power of self-expression. Consideration is given watercolor in the first semester and oil in the second semester. *Credit, 2 hours each semester.* MISS KENNEDY

ART 210. MECHANICAL DRAWING.

A study of working drawings, elevations and the use of drawing instruments. Problems deal with the execution of drawings for architectural and furniture design. Charts and lettering for science students. *Credit, 1 hour.* MISS KENNEDY

ART 221, 222. COLOR.

A course designed for the development of appreciation and understanding of the use of color in everyday living. *Credit, 1 hour each semester.* MISS ALLEN, MISS CUNINGGIM, MISS KENNEDY

ART 230. STAGE DESIGN.

A study of the structural elements of art in designing for the theatre. *Credit, 2 hours.* MISS ALLEN, MISS CUNINGGIM

ART 231, 232. INTERIOR DESIGN.

A study of house furnishing, considering the elements and principles of art structure applied to original problems. *Credit, 2 hours each semester.* MISS CUNINGGIM

ART 241, 242. POTTERY.

Designing and building pottery. Work with clay, glazes and firing. *Credit, 2 or 3 hours each semester.* MISS ALLEN

ART 251, 252. COSTUME DESIGN.

A study of costume design and fashion illustration. Lectures and original problems. *Credit, 2 hours each semester.* MISS CUNINGGIM

ART 260, 270. LETTERING.

A study of art structure applied to the alphabet and the printed page. Emphasis on layout for the poster, and appreciation of historical and modern lettering. *Credit, 2 hours each semester.* MISS CUNINGGIM

ART 300.1. THE TEACHING OF ART.

A study of the structural elements of art, as a foundation for teaching art in the elementary schools. *Credit, 2 hours.* MISS ALLEN

ART 301, 302. PAINTING.

A course to develop the individual inventiveness of the student. Work is planned on the basis of subject matter and medium of interest to the student. *Prerequisite: Art 201, 202. Credit, 2 or 3 hours each semester.* MISS KENNEDY

ART 311, 312. DESIGN.

A course dealing with creative design for industry and commerce. Original problems based on the principles of art structure. *Prerequisite: Art 112 or Art 150. Credit, 2 or 3 hours each semester.* MISS KENNEDY, MISS CUNINGGIM

ART 320. COMPOSITION.

A study of the principles of art structure in pictorial composition. Original problems, supplementary reading, and discussion. *Credit, 2 or 3 hours.* MISS KENNEDY

ART 321. HISTORY AND APPRECIATION OF ARCHITECTURE.

A survey of architectural design from prehistoric days through the present. Lectures, class discussions and outside reading. *Offered alternate years. (Not offered 1939-1940.) Credit, 2 or 3 hours.* MISS CUNINGGIM

ART 322. HISTORY AND APPRECIATION OF PAINTING.

A survey of painting from prehistoric days through the present. *Offered alternate years.* (*Not offered 1939-1940.*) *Credit, 2 hours.*
MISS CUNINGGIM

ART 330, 340. FIGURE DRAWING.

Sketching from the model in charcoal, pencil and paint. A study of the figure in pictorial composition. *Credit, 2 hours each semester.*
MISS KENNEDY

ART 341, 342. MODELING.

Modeling in the round: relief work, the use of moulds and glazes. *Credit, 2 or 3 hours each semester.* MISS ALLEN

ART 350.1. METHODS OF TEACHING ART.

(See Education 350.1) *Prerequisite: Art 300.1 or the equivalent. Credit, 2 or 3 hours.* MISS ALLEN

ART 361. HISTORY AND APPRECIATION OF SCULPTURE.

A survey of sculpture from prehistoric days through present times. Lectures, class discussion and outside reading. *Offered alternate years. Credit, 2 hours.* MISS CUNINGGIM

ART 362. HISTORY AND APPRECIATION OF ORIENTAL ART.

A survey of the art of Asia. Lectures, class discussions and outside reading. *Offered alternate years. Credit, 2 hours.* MISS CUNINGGIM

ART 371, 372. COMMERCIAL ART.

A course in composition and drawing, with study of the techniques in certain fields of commercial art such as advertising and fashion illustration. *Credit, 3 hours each semester.* MISS KENNEDY

ART 400. THE ART WORKSHOP.

Students may do intensive work for short periods in any of the fields of art included in the regular courses. No previous training is required, but a student must have had business or teaching experience, or some acquaintance with art. Credit from 1 to 10 hours may be given toward a degree, depending upon the quality and quantity of the work.
MISS ALLEN, MISS CUNINGGIM, MISS KENNEDY

ART 410. THE ART WORKSHOP.

For senior majors and minors in art. Students must at some time during the year have an exhibition or demonstration open to the public. The work is on an individual basis, being selected from the fields of architecture, design, painting and sculpture. *Credit, 2 to 10 hours.*
MISS ALLEN, MISS CUNINGGIM, MISS KENNEDY

# BIOLOGY

Professor Sharp; Associate Professor Blackiston; Assistant Professor Bodemann.

Biology 101-102. Survey in Biological Science.

The aim of this course is to teach biological principles and concepts rather than merely factual information. Plant and animal forms are treated in a comparative manner, with emphasis on function rather than structure. Such big topics as protoplasm, its organization into plant and animal bodies, nutrition, respiration, reproduction, evolution, genetics, and eugenics are considered, especially as they relate to man. *Designed only for students taking the Bachelor of Arts degree. Two lectures and one two-hour laboratory-demonstration period a week. Credit, 6 hours.*

Miss Bodemann, Mr. Sharp

Biology 201-202. General Biology.

This course deals very briefly during the first semester with a few representative forms of the four phyla of the plant kingdom; the cells, cell divisions, and functions of cells; the kind, structure, and uses of the root, stem, leaves, buds, fruits, and seeds; and a few animal forms representative of the invertebrate phyla, namely: Amoeba, Paramecium, Euglena, Hydra, Obelia, Gonionemus, Planaria, Ascaris, Earthworm, and an Arthropod. During the second semester, the frog and man are studied as representative of the vertebrates with special emphasis on the human body. Toward the end of the course some consideration is given genetics, evolution, practical aspects of biology, and the makers of biology. *Two lectures and one two-hour laboratory period a week. Credit, 6 hours.*

Miss Blackiston, Miss Bodemann

Biology 211. Anatomy.

Lectures on the structure of the organs and systems of the human body are supplemented with a first-hand study of the corresponding structures of the cat. The study of muscles is emphasized. *Required of all students with a major in physical education. Two lectures and three two-hour laboratory periods a week. Credit, 5 hours.* Miss Blackiston

Biology 212. Physiology.

Lectures on the physiology of the human body are supplemented with the laboratory study of live material. Students are used as subjects when feasible. In other cases, lower animals such as frogs and terrapins are used. The phases of physiology needed most in physical education are stressed. *Two lectures and three two-hour laboratory periods a week. Credit, 5 hours.* Miss Blackiston

BIOLOGY 221-222. GENERAL ZOOLOGY.

In this course emphasis is placed on laboratory study of various representative invertebrates with detailed study of one vertebrate type. Designed as a foundation course for students with a major in science. *One lecture and one two-hour laboratory period a week. Credit, 4 hours.*

MISS BODEMANN

BIOLOGY 231-232. GENERAL BOTANY.

Designed to teach the fundamental principles of botany. Protoplasm, the cell, the structure and functions of the various parts of a typical plant are first considered, followed by a study of representative types of thallophytes, bryophytes, pteridophytes, and spermatophytes. *One lecture and two two-hour laboratory periods a week. Credit, 6 hours.*

MR. SHARP

BIOLOGY 300. BACTERIOLOGY.

A study of the morphology, physiology, and cultivation of bacteria, yeast, and molds. Special consideration is given the relation of microorganisms to the preservation, preparation, and handling of foods; their relations to water and milk supply and sewage disposal; and the organisms that cause disease occasionally found in various foods, water and milk. This course is designed for the needs of students taking home economics and for those desiring to know the fundamental principles of bacteriology and sanitation. *Three two-hour laboratory periods a week. Credit, 3 or 4 hours.* MR. SHARP

BIOLOGY 340. BIOLOGY OF VERTEBRATES.

A lecture and laboratory study of the anatomy and physiology of representative vertebrates. *Two lectures and two two-hour laboratory periods a week. Offered alternate years. (Not offered 1939-1940.) Credit, 4 hours.* MISS BODEMANN

BIOLOGY 350. FIELD BIOLOGY.

This course is offered for students preparing to teach in elementary schools and for all students with a major in biology preparing to teach in high school. It consists of a study of plants and animals in the field. Emphasis is placed on the study of birds, insects, local flora, and wild life in general. *One lecture and one two-hour laboratory period a week. Credit, 2 or 4 hours.* MISS BLACKISTON

BIOLOGY 350.8. METHODS OF TEACHING SCIENCE.

(See Education 350.8.) *Credit, 3 hours.* MISS BODEMANN

Biology 401, 402. Pathogenic Bacteriology and Laboratory Methods.

This course begins with a study of the morphology, physiology, cultivation, and occurrence of bacteria. Culture media are prepared and bacteria isolated and identified. As soon as sufficient technique in the handling of non-pathogenic bacteria is acquired, a similar study of the principal disease-producing organisms is made. Rabbits are immunized and their sera are used in making agglutination and precipitation tests for identifying various types of bacteria. Animals are used to demonstrate immunity and susceptibility to various bacteria and their products. A complete laboratory examination is also made of water and milk. The second semester deals largely with pathogenic forms not considered in Biology 401 and with methods used in public health laboratories. Specimens of blood that are positive and negative for syphilis are obtained from the State Health Laboratory and the Wassermann and Kahn tests are used for identifying them. Other specimens are obtained from time to time and given to the students for identification. A study is made also of malarial and intestinal parasites, blood is typed, and red, white, and differential counts are made, urine is analyzed and slides from dogs' heads are examined for rabies. Designed especially to prepare students to assist dentists and doctors and to become technicians in hospitals and State Laboratories. *One lecture and three two-hour laboratory periods a week. Offered alternate years. Credit, 4 hours each semester.*

Mr. Sharp

Biology 410. Embryology and Histology.

The first part of this course is devoted to a study of maturation and fertilization phenomena, cleavage, and establishment of the germ layers and their derivatives, with emphasis on the vertebrate types. It is followed by a study of the microscopic anatomy of a number of vertebrate tissues and organs. *One lecture and three two-hour laboratory periods a week. Offered alternate years. (Not offered 1939-1940.) Credit, 4 hours.*

Miss Bodemann

Biology 430. Evolution, Genetics, and Eugenics.

In this course a study is made of the Mendelian laws of heredity, and problems involving them are worked out. The work of Dr. T. H. Morgan with Drosophilia is carefully examined and the principles of heredity involved are noted. The hereditarian versus the environmental views are noted, the various theories of evolution are examined, and a survey is made of man in the Paleolithic and Neolithic ages. *Two lectures a week. Credit, 2 hours.*

Miss Blackiston

# EDUCATION

PROFESSORS ORR, ANDERSON, RIDDLE; ASSOCIATE PROFESSOR LAWSON.

*Teachers in other departments who cooperate by offering courses:*

PROFESSORS BROWNFIELD, FARMER, GOULD, MCCALL, PIERSON, STECKEL, VAUGHAN, VICKERY; ASSOCIATE PROFESSORS CHAMBERLIN, FARRAH, HADLEY, KILDEA, STOCKTON; ASSISTANT PROFESSORS BODEMANN, BRASWELL, HENNING, TRACEY; INSTRUCTOR ALLEN.

*Supervisors in the Training School:*

MISS BARKER, MISS BARKSDALE, MISS BAUGH, MISS BEASLEY, MISS DUDLEY, MISS DUNN, MRS. HARDY, MISS HARRIS, MR. HICKS, MISS HOOD, MISS JONES, MISS MARTIN, MRS. NYBECK, MRS. PETERSON, MISS RICE, MISS SKELLY, MISS THOMAS, MISS THOMPSON, MR. TIDWELL, MISS TUTWILER, MISS UTTERBACK, MISS ANNE WALKER, MISS VINNIE LEE WALKER, MISS WEIR, MISS WELLS.

In training teachers for special fields the department of Education receives the cooperation of instructors of art, home economics, music, physical education, secretarial science, and speech.

The curriculum in preparing teachers for the elementary schools includes a course in administration and supervision. This work is provided through arrangements with the Shelby County Board of Education whereby the Department of Education supervises a group of county schools in the vicinity of the College. This procedure serves the County in supervision for its teachers, and the College in training elementary principals. Under a similar arrangement with the County Board of Education, a member of the Department of Education supervises the high schools of the county. This arrangement permits students who are preparing for high school teaching to supplement their work in the Training School by observation in other high schools of the county.

## CURRICULA FOR TRAINING TEACHERS

*Bachelor of Arts Degree in Elementary Education.*

The College offers a curriculum leading to the Bachelor of Arts Degree with special preparation for teaching in the elementary schools. There is an increasing demand for teachers in the grades with four years of such training as is provided by this curriculum.

*Bachelor of Arts and Bachelor of Science Degrees in Secondary Education.*

Students desiring to teach in the secondary schools should follow these curricula and should choose their major and minor subjects by the end of their sophomore years. Since there are a number of electives in each curriculum, prospective teachers should select courses with a view to strengthening their teaching qualifications in their chosen fields.

*Bachelor of Arts, Bachelor of Science, and Bachelor of Music Degrees in the Special Subjects.*

Courses leading to degrees with training in special fields include art, home economics, music, physical education, secretarial science, and speech.

# BACHELOR OF ARTS DEGREE

## ELEMENTARY EDUCATION

### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Biology 101 | 3 | Biology 102 | 3 |
| English 101 | 3 | English 102 | 3 |
| Foreign Language 101 | 3 | Foreign Language 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| Speech 141 | 1 | Speech 142 | 1 |
| Elective | 1 | Elective | 1 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| | 17 | | 17 |

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 201 | 3 | English 202 | 3 |
| Foreign Language 201 | 3 | Foreign Language 202 | 3 |
| Physical Science or Mathematics 101 | 3 | Physical Science or Mathematics 102 | 3 |
| Psychology 211 | 2 | Psychology 212 | 2 |
| Sociology 201 | 3 | Sociology 202 | 3 |
| Electives | 2 | Electives | 2 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Art 300.1 | 2 | Art 350.1 | 2 |
| Education 300 | 2 | Education 332 or 342 | 2 |
| Education 311 or 321 | 2 | Education 312 or 322 | 2 |
| English 310 | 3 | English 320 | 3 |
| Geography 231 | 3 | Geography 232 | 3 |
| Psychology 200 | 2 | Psychology 250 | 2 |
| School Music 311 | 2 | School Music 312 | 2 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English | 3 | English | 3 |
| History 201 | 3 | History 202 | 3 |
| *Integrated Education Course | 10 | Education 422 | 2 |
| | | Electives | 8 |
| Physical Education 431 | 1 | Physical Education 432 | 1 |
| | 17 | | 17 |

Only students completing the above curriculum can qualify for the Elementary Professional Class B Certificates.

*The Integrated Education Course may be taken the Second Semester by shifting Education 422 and Electives to the First Semester. Irregular students who have credit for some of the work given in the Integrated Course must satisfy the following course requirements in Education as a substitute for this course: Education 421 or 431, Education 470, Education 440, and Education 490 or 442.

# BACHELOR OF ARTS DEGREE

## SECONDARY EDUCATION

### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 101 | 3 | English 102 | 3 |
| *Foreign Language 101 | 3 | *Foreign Language 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| Science or Mathematics 101 | 3 | Science or Mathematics 102 | 3 |
| Speech 141 | 1 | Speech 142 | 1 |
| Elective | 1 | Elective | 1 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| | 17 | | 17 |

### SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| English 201 | 3 | English 202 | 3 |
| Foreign Language 201 | 3 | Foreign Language 202 | 3 |
| Psychology 201 | 3 | Psychology 202 | 3 |
| Science | 3 | Science | 3 |
| Sociology 201 | 3 | Sociology 202 | 3 |
| Elective | 1 | Elective | 1 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Major Subject | 3 | Major Subject | 3 |
| Minor Subject | 3 | Minor Subject | 3 |
| Education 310 | 3 | Education 320 | 3 |
| Education 350 (Major) | 3 | Education 350 (Minor) | 3 |
| Electives | 4 | Electives | 4 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Major Subject | 3 | Major Subject | 3 |
| †Integrated Education Course | 10 | Electives | 13 |
| Electives | 3 | Physical Education 442 | 1 |
| Physical Education 441 | 1 | | |
| | 17 | | 17 |

*Students desiring a major in mathematics may defer foreign language or science to the sophomore year.

†The Integrated Education Course may be taken either semester. Irregular students who have credit for some of the work given in the Integrated Course must satisfy the following course requirements in Education amounting to 12 semester hours, as a substitute for this course: Education 410 or 420, Education 432 or 460, Education 450, Education 442 or 461, and Education 490.

## COURSES OF INSTRUCTION

EDUCATION 300. SCHOOL MANAGEMENT.

This course deals with the general classroom problems of the elementary teacher, including discipline, school records, school hygiene, etc. *Credit, 2 hours.* MISS LAWSON

EDUCATION 300.7. METHODS OF TEACHING HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL.

Survey and discussion of the Health and Physical Education program for the elementary school with special emphasis on conditions in the elementary schools of Alabama. Directed observation in the Training School. *Credit, 2 hours.* MISS WALKER

EDUCATION 310. PRINCIPLES OF HIGH SCHOOL TEACHING.

A study of problems and procedures common to all high school teachers, such as class management, teaching techniques, discipline, motivation, tests and testing. Textbook, library readings, reports, and term paper. *Required of all applicants for the Secondary Professional Class B and Class C certificates, and all special certificates to teach in high school. Open to juniors and seniors. Credit, 3 hours.* MR. ORR, MR. RIDDLE

EDUCATION 311. METHODS OF TEACHING READING IN THE LOWER ELEMENTARY GRADES.

This course deals primarily with methods in the lower grades, but includes a discussion of reading in the upper grades. *Required of all students pursuing the Bachelor of Arts degree with training in elementary education preparatory to teaching in the lower grades. Credit, 2 hours.* TRAINING SCHOOL SUPERVISORS

EDUCATION 312. METHODS OF TEACHING SOCIAL SCIENCE IN LOWER ELEMENTARY GRADES.

This course deals with the entire field of social science in the first six grades. The project work in the lower grades is emphasized. *Required of all students pursuing the Bachelor of Arts degree with training in elementary education preparatory to teaching in the lower grades. Credit, 2 hours.* TRAINING SCHOOL SUPERVISORS

EDUCATION 320. PSYCHOLOGY OF SECONDARY EDUCATION.

A study of such topics as the laws of learning, reasoning and imagination, transfer of training, individual difference, and their effect on the learning of various high school subjects. Textbook, library readings, reports and term paper. *Required of all applicants for the Secondary Professional Class B and Class C certificates, and certain special certificates to teach in high school. Prerequisite: A course in general psychology. Open to juniors and seniors. Credit, 3 hours.* MR. RIDDLE

EDUCATION 321. METHODS OF TEACHING READING IN THE UPPER ELEMENTARY GRADES.

This course emphasizes the teaching of reading and literature in the upper grades, but includes also discussion of the teaching of reading in the lower grades. *Required of students pursuing the Bachelor of Arts degree with training in elementary education preparatory to teaching in the upper grades. Credit, 2 hours.* TRAINING SCHOOL SUPERVISORS

EDUCATION 322. METHODS OF TEACHING SOCIAL SCIENCE IN THE UPPER ELEMENTARY GRADES.

This course deals primarily with the teaching of history and geography in the upper grades. Discussion also of the teaching of social science in the lower grades. *Required of all students pursuing the Bachelor of Arts degree with training in elementary education preparatory to teaching in the upper grades. Credit, 2 hours.* TRAINING SCHOOL SUPERVISORS

EDUCATION 332. METHODS OF TEACHING ARITHMETIC AND PENMANSHIP IN THE LOWER ELEMENTARY GRADES.

This course deals largely with the teaching of numbers. The teaching of writing is considered. Arithmetic in the upper grades is discussed briefly. *Required of all students pursuing the Bachelor of Arts degree with training in elementary education preparatory to teaching in the lower grades. Credit, 2 hours.* MISS LAWSON

EDUCATION 342. METHODS OF TEACHING ARITHMETIC AND PENMANSHIP IN THE UPPER GRADES.

This course emphasizes the teaching of arithmetic in the upper grades. The teaching of penmanship and the teaching of number work in the lower grades are considered briefly. *Required of all students pursuing the Bachelor of Arts degree with training in elementary education preparatory to teaching in the upper grades. Credit, 2 hours.* MISS LAWSON

EDUCATION 350.1. METHODS OF TEACHING ART.

*Prerequisite: Art 300.1 or the equivalent.*

Section 1. For students pursuing the Bachelor of Arts degree with training in elementary education. *Credit, 2 hours.*

Section 2. For students with a major in art. Emphasis on teaching art in the secondary schools. *Credit, 3 hours.* MISS ALLEN

EDUCATION 350.2. METHODS OF TEACHING ENGLISH.

*Required of all students pursuing the Bachelor of Arts degree with training in secondary education and with a major or a minor in English. Credit, 3 hours.* MISS UTTERBACK

EDUCATION 350.3. METHODS OF TEACHING FOREIGN LANGUAGES.

*Required of all students pursuing the Bachelor of Arts degree with training in secondary education and with a major or a minor in foreign languages. Credit, 3 hours.*

MISS PIERSON, MR. REINKE, MISS STOCKTON

EDUCATION 350.4. METHODS OF TEACHING HISTORY.

*Required of all students pursuing the Bachelor of Arts degree with training in secondary education and a major or a minor in history. Credit, 3 hours.* MISS FARMER

EDUCATION 350.5. METHODS OF TEACHING MATHEMATICS.

*Required of all students pursuing the Bachelor of Arts degree with training in secondary education and with a major or a minor in mathematics. Credit, 3 hours.* MISS BRASWELL

EDUCATION 350.7. METHODS OF TEACHING HEALTH AND PHYSICAL EDUCATION IN THE SECONDARY SCHOOL.

Survey and discussion of health and physical education problems of the secondary school with special emphasis on the state high school program. Detailed study of the "State Course of Study in Health and Physical Education for Junior and Senior High School Girls," and the State Point System. Directed observation in the Training School. *Required of all juniors with a major in physical education. Credit, 3 hours.*

MISS THOMAS

EDUCATION 350.8. METHODS OF TEACHING SCIENCE.

*Required of students with a major or a minor in science who are preparing to teach. Credit, 3 hours.* MISS BODEMANN

EDUCATION 350.9. METHODS OF TEACHING SPEECH.

*Required of students with a major or a minor in speech who are preparing to teach. Credit, 3 hours.* MISS GOULD, MR. HENNING

EDUCATION 350.10. METHODS OF TEACHING SECRETARIAL SCIENCE.

*Required of students preparing to teach secretarial work. Credit, 3 hours.* MISS BROWNFIELD, MISS TRACEY

EDUCATION 370. DIRECTED OBSERVATION IN THE ELEMENTARY SCHOOL.

This course, an introduction to directed teaching, includes observation and discussion of the teaching of all elementary school subjects. *Credit, 2 hours.* MISS LAWSON

EDUCATION 410. EXTRA-CURRICULAR ACTIVITIES.

The philosophy of the extra-curricular program, as well as contact with such a program in the Training School, is given in this course. Special

attention is given values of curricular and extra-curricular activities in high school as they affect attitudes. *Credit, 2 hours.* MR. ANDERSON

EDUCATION 412. EDUCATIONAL SOCIOLOGY.

This course deals with the relationship of the teacher to society. The functions and objectives of the school are discussed. (Offered in Extension only). *Credit, 2 hours.*

EDUCATION 420. GUIDANCE IN HIGH SCHOOL.

By a rapid survey of the literature in the field, this course introduces to the student the problems of educational and vocational guidance and sets up standards for a comprehensive guidance program such as is feasible in the high schools of the State. The Alabama program for guidance through occupational studies for boys and girls is studied as one unit of the course. *Open to juniors and seniors. Credit, 2 hours.*

MR. ANDERSON

EDUCATION 421. METHODS OF TEACHING LANGUAGE AND SPELLING IN THE LOWER ELEMENTARY GRADES.

*Required of students pursuing the Bachelor of Arts degree with training in elementary education preparatory to teaching in the lower grades. Credit, 2 hours.* MISS LAWSON

EDUCATION 422. PUBLIC EDUCATION IN THE UNITED STATES.

A discussion of the development of the American school system, its beginning and organization. *Required of all students in the elementary curriculum. Credit, 2 hours.* MR. ORR, MISS LAWSON

EDUCATION 431. METHODS OF TEACHING LANGUAGE AND SPELLING IN THE UPPER ELEMENTARY GRADES.

*Required of students pursuing the Bachelor of Arts degree with training in elementary education preparatory to teaching in the upper grades. Credit, 2 hours.* MISS LAWSON

EDUCATION 432. TEST CONSTRUCTION.

A study of the relative merits of the various testing techniques, a comparison of teacher-made and standardized tests, marks, and markings, and enough statistics to interpret and report the more common facts of measurement. Sample tests are critically examined. Each student prepares a set of tests for a high school subject in her major field. *Open to juniors and seniors. Credit, 2 hours.* MR. RIDDLE

EDUCATION 440. DIRECTED TEACHING IN THE ELEMENTARY GRADES.

*Required of all students expecting to apply for the Elementary Professional Class B certificate. Credit, 4 hours.*

TRAINING SCHOOL SUPERVISORS

EDUCATION 442. ORIENTATION IN CURRICULUM MAKING.

A first course taking up the basic principles underlying the curriculum, the need for curriculum changes, and discussion of the curriculum on the different school levels. *Credit, 2 hours.* MR. ORR

EDUCATION 450. DIRECTED TEACHING IN THE HIGH SCHOOL.

Required of all students applying for the Secondary Professional Class B certificate. Students will not be permitted to teach in subjects in which their college grades have been below C. Directed teaching is done in the students' major and minor fields. *Credit, 4 hours.*

TRAINING SCHOOL SUPERVISORS

EDUCATION 452. TECHNIQUES IN CURRICULUM CONSTRUCTION.

A second course which, assuming a knowledge of the principles underlying the curriculum, includes a study of techniques in obtaining the objectives set up. *Credit 2 hours.* MR. ORR

EDUCATION 460. TESTS AND MEASUREMENTS IN SECONDARY EDUCATION.

This course is designed to give an understanding of the significance of modern testing procedures, and to furnish actual experience in administering tests and evaluating their results. Both old and new types of tests and examinations are studied. The theory of testing, including elementary statistical procedures and their application to classroom use is considered. Practice is given in the preparation of tests, as well as in giving tests and scoring papers. *Open to seniors. Credit, 2 hours.*

MISS VICKERY

EDUCATION 461. PRINCIPLES OF SECONDARY EDUCATION.

This course is a study of the accepted principles of secondary education, including discussion of the issues involved. The meaning and practices of the high school are discussed from the points of view of history, religion, politics, and society. Emphasis is placed on the function of the high school. *Credit, 2 hours.* MR. ANDERSON

EDUCATION 462. LABORATORY COURSE IN CURRICULUM CONSTRUCTION.

A course for advanced students only. Designed for individual interests, with practical work in curriculum construction and in building curriculum practices. (*Not offered 1938-1939.*) *Credit, 2 hours.*

MR. ORR

EDUCATION 470. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION.

The objectives taken up in this course are the same as in Education 460 with the exception that they are definitely applied to subjects in the elementary field. *Credit, 2 hours.* MISS VICKERY

EDUCATION 472. ADMINISTRATION OF SCHOOL ATTENDANCE.

This course is arranged primarily to meet the needs of those preparing for school attendance work. Such topics as the background of public education, the beginnings of compulsory education, Alabama school laws relating to attendance, and the relation between the attendance officer and other school officials are considered. Readings, reports, and term paper. *Open to juniors and seniors. Credit, 2 hours.* MR. RIDDLE

EDUCATION 481, 482. ELEMENTARY SCHOOL ADMINISTRATION.

This course is open to a limited number of students who show special talent for this type of work. It gives practical training by actual supervisory work in the county schools. *Prerequisite: senior standing in the elementary curriculum. Credit, 2 hours each semester.* MISS LAWSON

EDUCATION 490. PHILOSOPHY OF EDUCATION.

This course guides in the development of a sound philosophy of education. Present day philosophies of education are analyzed and the history of education considered as it contributes to the main objective of the course. *Credit, 2 hours.* MR. ORR

INTEGRATED EDUCATION COURSE FOR SECONDARY TEACHERS.

Conducted in the high school building, this course consists of observation, student participation and teaching, and the study of those problems which arise from contact with school and classroom practices in the Training High School. Students come in contact with practically all phases of work in the high school, and the work in theory and philosophy is developed in connection with practice. The course includes essential features of the following courses previously given as independent units: Extra-Curricular Activities, Guidance in the High School, Test Construction, Directed Teaching, Junior High School Problems and Methods, Tests and Measurements in Secondary Education, Principles of Secondary Education, and Philosophy of Education. *The course satisfies all of the education requirements of the Senior year, which are as follows in the A.B. Secondary Curriculum:*

| | |
|---|---|
| EDUCATION 410 or 420: | 2 semester hours credit. |
| EDUCATION 432 or 460: | 2 semester hours credit. |
| EDUCATION 450: | 4 semester hours credit. |
| EDUCATION 442 or 461: | 2 semester hours credit. |
| EDUCATION 490: | 2 semester hours credit. |

*Irregular students must take 10 or 12 semester hours of the above independent courses separately. Education 490 is not required in all curricula leading to teachers' certificates. Credit for the integrated course, 10 hours.* MR. ANDERSON, MR. ORR, MISS VICKERY

INTEGRATED EDUCATION COURSE FOR ELEMENTARY TEACHERS.

Conducted in the elementary school building, this course consists of observation, student participation and teaching, and the study of those problems which arise from contact with school and classroom practices in the Elementary Training School. Students come in contact with practically all phases of work in the elementary school, and the work in theory, methods, and philosophy is developed in connection with practice. The course includes essential features of the following courses previously given as independent units: Methods of Teaching Language and Spelling, Tests and Measurements in Elementary Education, Directed Teaching, and Curriculum Making or Philosophy of Education. *With the exception of Education 422, the course satisfies all the education requirements of the Senior year, which are as follows in the A.B. Elementary Curriculum*:

| | |
|---|---|
| EDUCATION 421 or 431: | 2 semester hours credit. |
| EDUCATION 470: | 2 semester hours credit. |
| EDUCATION 440: | 4 semester hours credit. |
| EDUCATION 442 or 490: | 2 semester hours credit. |

*Irregular students must take the above independent courses separately. Credit for the Integrated Course, 10 semester hours.*

MISS LAWSON, MR. ORR, MISS VICKERY

## TRAINING SCHOOL FOR TEACHERS

The College has a cooperative arrangement with the County Board of Education whereby the Montevallo Elementary, Junior High, and Senior High Schools serve as training schools for the Department of Education. A Kindergarten is a part of the elementary school. The State Course of Study and the State Adopted Textbooks are used in the training schools. The High School is accredited by both the State Department of Education and the Southern Association of Colleges and Secondary Schools. In each grade an experienced teacher is in charge of the practice teaching. The training schools offer observation, participation and teaching facilities for those preparing for elementary and secondary teaching and for teaching in such special fields as art, home economics, piano, public school music, violin, secretarial science, speech, and physical education. Only members of the College senior class are assigned to teaching in the training schools.

The course in methods should precede a student's teaching in the elementary school, but may be taken parallel. The course in methods of teaching a student's major and minor subjects should precede a student's teaching these subjects in high school, but may be taken parallel.

## SPECIAL SERVICES

*Extension Service.* Among the services of the College conducted through the Education Department is the Extension Service, directed by Dr. M. L. Orr. At various centers over the state, extension courses are offered to teachers, club women, and others when requested by groups of sufficient size. Under certain conditions these courses carry college credit.

Upon request the Director of Extension will arrange for members of the regular faculty to render service as lecturers or musicians in various parts of the state.

Two field workers in parent education are on the staff of the School of Home Economics. They conduct study courses in child training and parent education in numbers of centers in Alabama.

*Home Study Service.* Alabama College Home Study Service, directed by Dr. J. I. Riddle, offers to the women's study clubs of the state, program outlines covering a year's work in some fifty or sixty fields. Along with the use of these outlines goes the loan of selected books, magazines, and reference works. This service is given without charge other than for postage on materials sent out. The various programs and readings available are described in a special bulletin sent upon request.

The Home Study office has also special outlines and programs which are of interest to parents and teachers. These programs cover aspects of child life, family life, and the relation between home and school. Many papers and articles by authorities in this field are available for use. Materials available for P.-T. A. groups are described in a special bulletin sent upon request.

For the benefit of those who cannot study on the campus, Alabama College through Home Study Service offers regular college credit courses by correspondence. These courses cover the same material and carry the same credit as if done in residence. A special bulletin describing correspondence courses is available on request.

*Placement Bureau.* The Placement Bureau, directed by Professor A. C. Anderson, serves students and former students of Alabama College without charge. Although the Placement Bureau concerns itself chiefly with supplying teachers to the schools of the state, it also collects information about those of its graduates who may be interested in other kinds of positions and furnishes this information to prospective employers upon request. Confidential information about each prospective employee is carefully collected by the Placement Bureau and made available only to employers. During recent years the Bureau has experienced little difficulty in placing graduates.

## TEACHERS' CERTIFICATES

The Class B Secondary Professional Certificate, valid for eight years, may be issued to a graduate of the College who has completed the curriculum approved for the training of secondary teachers. This certificate, which may be continued for another period of eight years upon the completion of four years of successful, regular teaching experience during the eight years immediately preceding the date of lapse of the certificate, authorizes the holder to teach the subjects named in its face and other high school subjects as conditions may require.

The Class C Secondary Professional Certificate, valid for three years, may be issued to a graduate of the College who has completed certain prescribed courses of the curriculum approved for the training of secondary teachers. This certificate authorizes the holder to teach the subjects named in its face and other high school subjects as conditions may require.

The Class B Elementary Professional Certificate, valid for eight years, may be issued to a graduate of the College who has completed the curriculum outlined for the preparation of elementary teachers. This certificate, which may be continued for another period of eight years upon the completion of four years of successful, regular teaching experience during the eight years immediately preceding the date of lapse of the certificate, authorizes the holder to teach in grades one through six, or in junior high school as conditions may require.

The Class C Elementary Professional Certificate, valid for six years, may be issued to a student who has completed three years of the curriculum outlined for the preparation of elementary teachers. This certificate, which may be continued for another period of six years upon the completion of three years of successful, regular teaching experience during the six years immediately preceding the date of lapse of the certificate, authorizes the holder to teach in grades one through six, or in junior high school as conditions may require.

The Class B Special Professional Certificate, in a subject such as Piano, Public School Music, Violin, Band, and Orchestra, may be issued to a recent graduate of a standard institution the courses of which have been approved for the training of teachers of such special subjects, and who has a minimum of thirty semester hours of credit in the special subject in which the certificate is sought. This certificate, valid for eight years, may be continued for another period of eight years upon the completion of four years of successful, regular teaching experience during the eight years immediately preceding the date of lapse of the certificate.

# ENGLISH

Professors Vaughan, Trumbauer; Associate Professor Dennis; Assistant Professors Dobbins, Golson, Meroney, *Puryear, Trumbauer; Instructors †Lamar, Kellogg, Ward.

## MAJOR AND MINOR REQUIREMENTS

Students with a major in English who are candidates for either the A.B. Liberal Arts or the A.B. Secondary degree must elect a minimum of 15 hours in English in addition to the 12 hours required in all curricula for the freshman and sophomore years. This election must include at least one course in each of the following fields: (1) the history of English literature (330 or 370); (2) problems in American literature (481 or 482); (3) dramatic literature (451 or 452); (4) the English language (461 or 462). The special requirement for those with a minor in English is one course in each of any three of these fields. For those who are weak in use of the mother tongue an additional course in advanced English composition (360) may be required.

In the A.B. Elementary curriculum the special English requirement of 12 hours above the sophomore year includes one course each in the following: (1) literature for children (310); (2) American literature (320); (3) directed speech (212 or 340).

## THE ENGLISH LABORATORY

All students, but particularly those in the freshman year, who are found to be poorly prepared in the fundamentals of English composition or reading comprehension may be asked to spend two hours each week in the English laboratory. There each student is given special drill adapted to her individual needs. During the progress of any course in the College a student found to be weak in the essentials of English may be recommended to the Laboratory by her instructor, or at the end of the term may be given a Laboratory Condition for the course. This condition can be removed only on recommendation of the Laboratory instructor.

English 101-102. Freshman English.

Practice writing in the commoner forms of composition with emphasis during the first semester on the basic skills. The second semester is devoted in part to the reading of modern literature for appreciation. To cover the cost of certain instructional materials ordered in quantities there is a Materials Fee of $1.00 each semester. *Credit, 6 hours.*

The English Staff

*On leave of absence second semester 1938-1939.
†On leave of absence first semester 1938-1939.

ENGLISH 112. GUIDED READING FOR FRESHMEN.

During the second semester a brief introduction to reading contemporary periodical writing is offered for a limited number of freshmen. *Sections limited to fifteen students each. Credit, 1 hour.* MR. VAUGHAN

ENGLISH 162. INTRODUCTION TO NEWS WRITING.

A limited number of freshmen who are especially interested in preparing for news writing will be allowed, on recommendation of the Head of the Department, to substitute this course and English 112 for English 102. *Credit, 2 hours.* MR. DOBBINS

ENGLISH 201-202. DEVELOPMENT OF MODERN LITERATURE.

A survey of the development of modern thought as manifested in the literature of the nineteenth and twentieth centuries. Study of the major English writers is supplemented by reading in the literatures of America and Europe. Practice in critical writing continues throughout the course. *Credit, 6 hours.*

MR. VAUGHAN, MISS GOLSON, MISS KELLOGG, MISS LAMAR, MISS MERONEY, MISS PURYEAR

ENGLISH 211, 212. GUIDED READING IN CONTEMPORARY LITERATURE.

During the first semester the emphasis is chiefly on poetry; during the second, on the short story. *Sections are limited to fifteen students each. Credit, 1 hour each semester.*

MR. VAUGHAN, MISS LAMAR, MISS MERONEY

ENGLISH 220. PRINCIPLES AND DEVELOPMENT OF THE DRAMA.

*To be substituted by speech majors for English 202. Elective for other students. (See Speech 220.) Credit, 3 hours.* MR. TRUMBAUER

ENGLISH 250. BUSINESS ENGLISH.

Chiefly letter and report writing. *Required of two-year secretarial students. Prerequisite: English 101-102 or a grade of B in English 101. Credit, 2 hours.* MR. TRUMBAUER

ENGLISH 261. THE WRITING OF NEWS.

An elementary course in journalism dealing with the principles of news writing and the organization of newspapers. *Credit, 2 hours.*

MR. DOBBINS

ENGLISH 262. FEATURE AND EDITORIAL WRITING.

Study and practice in feature stories and editorials, with consideration of the reader-approach to journalistic techniques. *(Not offered in 1939-1940.) Credit, 2 hours.* MR. DOBBINS

ENGLISH 310. LITERATURE FOR CHILDREN.

Study of the types of literature and the best examples of each type available for use in the school and the home. *Required in the Bachelor*

*of Arts Elementary curriculum. Prerequisite: sophomore English. Credit, 3 hours.* Miss Puryear, Mrs. Trumbauer

English 311, 312. Guided Reading in the Classics.

An informal course designed for English majors and minors and others who may wish to round out their reading in the masterpieces of world literature. *Credit, 1 hour each semester.* Miss Dennis

English 320. Survey of American Literature.

Study of the greater writers and their characteristic work. *Required in the Bachelor of Arts Elementary curriculum. Prerequisite: sophomore English. Credit, 3 hours.* Miss Meroney

English 330. English Literature: The Beginnings.

Selected early literature in translation. A study of the medieval thought and attitudes culminating in the age of Chaucer. Renaissance literature, exclusive of the drama. *Prerequisite: sophomore English. Credit, 3 hours.* Miss Golson

English 350.2. Methods of Teaching English.

(See Education 350.2.) *Prerequisite: sophomore English. Credit, 3 hours.* Miss Utterback

English 350. Advanced Business Writing.

Study of the psychology and the forms of business letters, reports, and other business papers. *Prerequisite: sophomore English. Credit, 2 hours.* Mr. Trumbauer

English 360. Advanced Composition.

Review of the fundamental principles of rhetoric with practice writing in the forms of discourse. Recommended especially for students who expect to teach English but lack facility in composition. *Credit, 2 hours.* Miss Golson

English 361, 362. Creative Writing.

A course to encourage creation of original work in poetry, short story, essay, play. May be elected either semester or both semesters. *Credit, 2 hours each semester.* Miss Lamar

English 370. English Literature: 1600-1740.

A study of the period, as rooted in the Elizabethan age and developing through the Restoration and age of Queen Anne, with chief emphasis laid upon Milton. *Prerequisite: sophomore English. Credit, 3 hours.* Miss Dennis

English 450. The Classics in Translation.

(See Foreign Language 450.) *Credit, 3 hours.* Mr. Reinke

ENGLISH 451. SHAKESPEARE.

An advanced course. *Prerequisite*: *sophomore English. Credit, 3 hours.* MR. TRUMBAUER

ENGLISH 452. CONTEMPORARY DRAMA.

European and American dramas since 1890, with historical and literary backgrounds. *Prerequisite*: *sophomore English. Credit, 3 hours.* MR. TRUMBAUER

ENGLISH 461. ADVANCED ENGLISH GRAMMAR.

Critical problems in present grammatical usage viewed in the light of comparative grammar and the history of the language. *Prerequisite*: *sophomore English. Credit, 3 hours.* MISS DENNIS

ENGLISH 462. THE ENGLISH LANGUAGE.

A survey of the problems involved in acquiring mastery of the English language. *Prerequisite*: *Sophomore English. Credit, 3 hours.* MISS DENNIS

ENGLISH 481, 482. PROBLEMS IN AMERICAN LITERATURE.

Two advanced courses in selected problems related to the development of American literature. The first course is concerned primarily with the nineteenth century and the second with the twentieth. They may be taken separately. *Prerequisite*: *sophomore English. Credit, 3 hours each semester.* MR. VAUGHAN

## *FOREIGN LANGUAGES

PROFESSOR PIERSON; ASSOCIATE PROFESSOR STOCKTON; ASSISTANT PROFESSORS GRIFFIN, REINKE.

### FRENCH

FRENCH 101-102. INTRODUCTION TO THE FRENCH LANGUAGE.

A beginning course in French with the emphasis on acquiring the fundamental essentials of grammar, a reading knowledge of French of moderate difficulty, an intelligible pronunciation, and an ability to understand spoken French within the vocabulary range of the class. *Credit, 6 hours.* MISS GRIFFIN, MISS PIERSON

†FRENCH 121, 122; 221, 222; 321, 322; 421, 422; 431, 432. CONVERSATION.

Laboratory classes in elementary, intermediate, and advanced conversation. *Elective. Students who minor in French are required to elect 321,*

*Students in French, German and Spanish have the privilege of sitting at special dining room tables presided over by the foreign exchange students speaking these languages.

†Foreign exchange students assist the regular professor in French, German and Spanish conversation courses marked thus (†).

*322. Students who major in French are required to elect 321, 322 and 421 and 422. Two hours a week. Credit, 1 hour each semester.*

Miss Griffin, Miss Pierson

French 201-202. Modern Prose, Poetry, and Drama.

An introduction to the French people, their history, government, literature, and art. The main currents in French literature are presented through the reading of selected works of representative French authors. Attention is given to acquiring facility in oral and written French. *Prerequisite: two years of preparatory French or one year of college French. Credit, 6 hours.* Miss Pierson

French 350.3. Methods of Teaching French.

(See Education 350.3.) *Credit, 3 hours.* Miss Pierson

French 372. French Poetry.

This course traces briefly the development of French poetry, with emphasis on the poetry of the nineteenth and twentieth centuries. *This course alternates with French 392. (Not offered 1939-1940.) Credit, 3 hours.* Miss Pierson

French 381. The French Drama.

This course traces briefly the development of French dramatic literature from the seventeenth century to the present. *Credit, 3 hours.*

Miss Pierson

French 392. The Modern Novel.

A study of the French novel with special emphasis on the nineteenth and twentieth centuries. *This course alternates with French 372. Credit, 3 hours.* Miss Pierson

French 411. Survey of French Literature to 1700.

*Required of students with a major or a minor in French. Credit, 3 hours.* Miss Pierson

French 412. Survey of French Literature Since 1700.

*Required of students with a major or a minor in French. Credit, 3 hours.* Miss Pierson

French 451. Advanced Grammar and Composition.

*Credit, 3 hours.* Miss Pierson

French 452. History of the French Language.

*Credit, 3 hours.* Miss Pierson

## SPANISH

SPANISH 101-102. ELEMENTARY SPANISH.

A beginning course with emphasis on reading, and acquiring an intelligible pronunciation. Some fundamental grammar, and practice in speaking and understanding Spanish. *Credit, 6 hours.*

MISS GRIFFIN, MISS STOCKTON

†SPANISH 121, 122; 221, 222; 321, 322. CONVERSATION.

Beginning, intermediate, and advanced conversation. *Elective. Two hours a week. Credit, 1 hour each semester.* MISS STOCKTON

SPANISH 201-202. SPANISH LIFE.

This course includes rapid reading of modern prose, easy conversation, and training in such grammar as is necessary for these purposes. *Credit, 6 hours.* MISS STOCKTON

SPANISH 350.3. METHODS OF TEACHING SPANISH.

(See Education 350.3.) *Credit, 3 hours.* MISS STOCKTON

SPANISH 382. MODERN DRAMA.

*Credit, 3 hours.* MISS STOCKTON

SPANISH 391. MODERN NOVEL.

*Credit, 3 hours.* MISS STOCKTON

SPANISH 461. CONTEMPORARY SPANISH PROSE.

*Credit, 3 hours.* MISS STOCKTON

SPANISH 462. SPANISH AMERICAN LITERATURE.

*(Not offered 1939-1940.) Credit, 3 hours.* MISS STOCKTON

## GERMAN

GERMAN 101-102. ELEMENTARY GERMAN.

Grammar, composition, pronunciation, selected reading texts of moderate difficulty. *Credit, 6 hours.* MR. REINKE

†GERMAN 121, 122; 221, 222; 321, 322. CONVERSATION.

Laboratory classes in elementary, intermediate and advanced conversation. *Elective. Two hours a week. (Not offered 1939-1940.) Credit, 1 hour each semester.* MR. REINKE

GERMAN 201-202. INTERMEDIATE GERMAN.

Reading in class of representative works of modern authors; collateral reading; review syntax and composition. *Credit, 6 hours.*

MR. REINKE

GERMAN 381. THE GERMAN CLASSICAL DRAMA.

Special emphasis is given to the masterpieces of Lessing, Goethe, and Schiller. Parallel reading and reports. *Credit, 3 hours.* MR. REINKE

GERMAN 392. THE GERMAN NOVEL.

A study of the German novel with emphasis on the contemporary period. *Credit, 3 hours.* MR. REINKE

## LATIN

LATIN 101-102. INTRODUCTION TO LATIN LANGUAGE AND LITERATURE.

First semester: Fundamentals of the language. Second semester: Selections of moderate difficulty from Caesar and other Latin authors. *Open to students who have not offered Latin for entrance. Credit, 6 hours.* MR. REINKE

LATIN 251. CICERONIAN PROSE.

Selections from the orations, letters and essays of Cicero; Cicero as statesman, philosopher, and man of letters; Roman public and private life during the last days of the Republic. Readings from other prose writers of the Ciceronian Period. Grammar and composition. *Open to students who have completed Latin 101-102, or two years of high school Latin. Credit, 3 hours.* MR. REINKE

LATIN 252. AUGUSTAN POETRY.

Reading of parts of Virgil's *Aeneid;* study of the poem as a whole, with consideration of the style, meter, mythology, and social and moral aspects; its place in the history of the epic; the personality of the poet. Selections from other poets of the Augustan Age. *Prerequisite: Latin 251 or its equivalent. Credit, 3 hours.* MR. REINKE

LATIN 350.3. METHODS OF TEACHING LATIN.

(See Education 350.3.) (*Not offered 1939-1940.*) *Credit, 3 hours.* MR. REINKE

LATIN 351. LATIN COMPOSITION.

The writing of narrative Latin prose with study of syntax and structure of the sentence and paragraph. *Required of students with a major or minor in Latin. Credit, 3 hours.* MR. REINKE

LATIN 371. THE ROMAN LYRIC.

(a) Catullus: Selected poems; lyric measures; historical background. (b) Horace: *Odes* and *Epodes;* literary technique; relation of Horace to his age. The two poets are compared and their influence on English literature is discussed. (*Not offered 1939-1940.*) *Credit, 3 hours.* MR. REINKE

LATIN 372. ROMAN HISTORY.

Selections from either Livy or Tacitus; interpretation and significance of their work; study of personalities of the writers. (*Not offered 1939-1940.*) *Credit, 3 hours.* MR. REINKE

LATIN 381. OVID.

Rapid reading of the *Metamorphoses;* Ovid as story teller and student of Greek mythology; the poet's influence on later literature and art. *This course alternates with Latin 371. Credit, 3 hours.* MR. REINKE

LATIN 382. PLINY AND MARTIAL.

Roman life and thought in the first century of the Empire as revealed in the *Letters* of Pliny and the *Epigrams* of Martial; study of the literary qualities of the authors. *This course alternates with Latin 372. Credit, 3 hours.* MR. REINKE

LATIN 401, 402. SURVEY OF LATIN LITERATURE.

Translations of prose and poetry from Ennius to Boethius, supplemented by lectures on the history of Latin literature. *Required of students with a major or minor in Latin.* (*Not offered 1939-1940.*) *Credit, 3 hours each semester.* MR. REINKE

LATIN 471. ROMAN ELEGIAC POETRY.

Special study of the poems of Tibullus and Propertius; versification; development of Roman elegy and its position in literature. (*Not offered 1939-1940.*) *Credit, 3 hours.* MR. REINKE

LATIN 482. PLAUTUS AND TERENCE.

Intensive study and rapid reading of some of the plays of these Roman dramatists; qualities of early and vernacular Latin; origin and history of Roman comedy. (*Not offered 1939-1940.*) *Credit, 3 hours.* MR. REINKE

CLASSICS 450. THE CLASSICS IN TRANSLATION.

Reading in English of the masterpieces of Greek and Roman literature. Lectures, discussions, reports. No knowledge of Greek or Latin required. *Open to upperclassmen. Credit, 3 hours.* MR. REINKE

# HEALTH AND PHYSICAL EDUCATION

PROFESSOR McCALL; ASSOCIATE PROFESSOR SAYLOR; INSTRUCTORS CONN, LINDBERG, NOTESTINE; SUPERVISORS THOMAS, WALKER.

A sequence of courses for students not majoring in the department will be planned for those interested in taking more than the required eight hours in Health and Physical Education. Majors in biology and physical science may have a minor in the field by beginning work in the junior year.

The department offers a variety of activity courses planned to meet the needs and interests of all students. All freshmen enroll in the Freshman Orientation course, but other students may select the activities they wish in taking the remainder of the eight semester hours required. Students with a physical disability are assigned to special classes according to the individual needs.

The following is a list of the courses included in the activity program for majors and non-majors. Students take beginning, intermediate or advanced courses according to previous training or ability. Beginning and intermediate courses are a prerequisite to advanced courses in the field.

## ACTIVITY COURSES OPEN TO MAJORS AND NON-MAJORS IN PHYSICAL EDUCATION

ARCHERY — MISS LINDBERG, MISS SAYLOR

*Beginning*: Fundamental techniques of the sport, including instruction in the care and upkeep of equipment. Beginners shoot from the thirty- and forty-yard ranges.

*Intermediate*: Fundamental techniques are reviewed, and students shoot Columbia Rounds: twenty-four arrows from the fifty-, forty- and thirty-yard ranges.

*Advanced*: Fundamental techniques are reviewed, and students shoot Columbia Rounds. A higher score is required of the advanced than of the intermediate archers.

BADMINTON — MISS CONN, MISS McCALL

*Beginning*: Instruction in the simple fundamentals of badminton including the forehand and backhand drives, the clear and the serve. The rules, etiquette and theory of playing a game are taught and practiced.

*Advanced*: Review of the fundamentals of the game with advanced instruction in the smash and drop shot. Emphasis on attainment of skill in all strokes. Consideration of court strategy and rules in both singles and doubles games.

BASEBALL — Miss McCall, Miss Saylor

*Beginning*: Instruction and practice in the fundamentals of baseball including catching, pitching, base running and team plays. Rules are stressed.

*Advanced*: Instruction and practice in more advanced techniques and strategy.

BASKET BALL — Miss Conn, Miss McCall, Mrs. Notestine

*Beginning*: Instruction and practice in the elementary fundamentals including catching, passing, guarding, shooting and floor techniques. Rules emphasized.

*Advanced*: Instruction and practice in advanced techniques, team play, and strategy. Rules stressed.

CLOGGING — Miss Lindberg, Mrs. Notestine

*Beginning*: Fundamental steps including 1's, 2's, 3's, 4's, 7's, and progressive dances of clog and character type.

*Intermediate*: Review of fundamental steps with additional steps and dances requiring greater skill.

FOLK DANCING — Miss Saylor

*Beginning*: A wide variety of dances from various countries are included. Dances involving simple steps, such as running, sliding, skipping, and hopping; special emphasis on the American Country dances of the South, and recreational dances. Class meets twice a week during winter season.

*Intermediate*: More advanced dances such as polka, mazurka, and schottische, with emphasis on English country dances. Class meets twice a week during winter season.

*Advanced*: This course includes Gottland's Quadrille, Fryksdalspolka, Komarinskaia, Highland Fling, and dances of similar difficulty. Class meets twice a week during winter season.

MODERN DANCE — Miss Lindberg

*Beginning*: This course is designed to develop the body as a means of expression through the study of fundamental movement and elementary dance forms. In the second semester an approach to creative composition is made by the use of choreographic devices that deal with space, time, and force.

*Intermediate*: A brief review of the basic materials of movement and composition covered in the beginning course. New techniques of move-

ment, a more advanced approach to composition, and a study of the use of music and percussion accompaniment. Opportunity for creative work in groups is given in the second semester when technique, devices of composition, and knowledge of music accompaniment can be integrated in original interpretations.

*Advanced*: Particular emphasis on the perfection of individual technique, and advanced study of dance forms. The second semester is devoted to creative work, individual and group, with a study of the principles of costuming, grouping and lighting.

TAP DANCING — Mrs. Notestine

Fundamental tap steps and varied routines covering the five styles of tap dancing: buck, rhythm, military, waltz, and soft shoe. Prerequisite: One term of clogging.

FRESHMAN ORIENTATION

Miss Conn, Miss McCall, Mrs. Notestine

The purpose of this course is to acquaint entering students with a variety of team sports and to emphasize personal hygiene. Team sports include: deck tennis, volley ball, soccer, and basket ball. The hygiene deals with problems of personal, mental, social, and community hygiene. The student is given a broader understanding of her obligations to self and society in matters of health.

HOCKEY — Miss Conn, Miss McCall, Mrs. Notestine

*Beginning*: Instruction and practice in the elementary fundamentals.
*Advanced*: Instruction and practice in advanced techniques, team play and strategy. Rules stressed.

INDIVIDUAL ACTIVITIES — Miss Saylor

This course includes the less strenuous activities of a recreational nature, and games that can be enjoyed by two or three people. Open only to students having low health grades and with permission of the instructor.

SOCCER — Miss McCall, Mrs. Notestine

*Beginning*: Instruction and practice in fundamentals including running, kicking and trapping.
*Advanced*: Instruction and practice in more advanced techniques and team strategy.

SWIMMING — Miss Conn, Mrs. Notestine

*Beginning*: Open to non-swimmers. Instruction in the fundamentals of swimming, including breathing and the simpler strokes—elementary

back, elementary crawl, and side stroke. Water safety and the elements of simple diving are emphasized.

*Intermediate* (Low and high): Review of fundamentals. Instruction in the American crawl, racing back stroke, side stroke, and the elements of platform and spring board diving.

*Advanced*: Instruction in the more advanced strokes; plain and fancy diving, speed swimming (including racing start and turn), practice in water stunts and games.

*Life Saving and Water Safety*: This is a special course in Life Saving and Water Safety including the swimming protection for all ages. Senior American Red Cross Life Saving tests; certificates awarded.

TENNIS — Miss Conn, Mrs. Notestine

*Beginning*: Detailed instruction in the simpler fundamentals of tennis, including the forehand and backhand drives and the serve. The rules, etiquette and theory of playing a game are taught and practiced.

*Intermediate* (Low and high): Review of fundamentals with further instruction in the forehand and backhand drives, volley, lob, smash, and serve. Emphasis upon attainment of skill in these strokes. Consideration of court strategy in both a single and double game.

*Advanced*: The course is devoted to the perfection of all strokes of the game. Advanced instruction in court strategy and tactics. A detailed study of the rules. Practical and written examinations.

TUMBLING — Miss Conn

*Beginning*: This is an introductory course to tumbling technique. Individual and couple stunts including various types of forward and backward rolls, head stand, hand stand, shoulder stand, dives; front, back and swan balances. Self-testing stunts and group stunts are introduced.

*Advanced*: Stress on technique and skill in all individual, couple and group stunts, including the fish-flop, split, cartwheel, chest roll, and walk overs. Emphasis on pyramid building and preparation for planning programs.

VOLLEY BALL — Miss Conn, Miss McCall, Mrs. Notestine

*Beginning*: Fundamental skills and essentials of team play including serve, volley and smash.

*Advanced*: Progressively difficult individual and team skills including set-up, kills, advanced serves and team play.

## ACTIVITY COURSES OPEN ONLY TO MAJORS AND MINORS IN PHYSICAL EDUCATION

### CHILDREN'S RHYTHMS — Miss Lindberg

The course in children's rhythms is given to round out the courses in plays and games, and folk dancing. It is devoted mainly to the teaching of free rhythms for children in the first three grades. Opportunity for practice teaching is followed up with class discussion of the lesson taught.

### FOLK DANCING — Miss Saylor

A very comprehensive course including dances and singing games from eighteen countries; how to teach them, background of dances, costumes and how to make them, characteristics of dances of each country, May fetes, folk festivals, and a survey of literature in the field. Notebook and textbook required.

### GYMNASTICS — Miss McCall

Marching tactics and elementary to advanced gymnastic exercises including the Danish, German and Swedish systems.

### PLAYS AND GAMES — Miss Saylor

Many games of low organization for each age group in elementary and high schools on the playground or in a classroom; characteristics of games for each age group, how to vary games to suit situations, how to teach games, special game programs for holidays, and a survey of the literature in this field. Notebook and textbook required.

### RHYTHMIC FORM AND ANALYSIS — Miss Lindberg

Designed to give the majors in Physical Education a better knowledge of rhythmic activity through the analysis of rhythm and music. Study of eurhythmics, analysis of fundamental movements and formal dance patterns. Instruction in the use and construction of percussion instruments as a means of dance accompaniments.

## COURSES OF INSTRUCTION

PHYSICAL EDUCATION 101, 102. PERSONAL HEALTH AND GENERAL ACTIVITY.

Orientation activity program and hygiene. An opportunity is given to elect activities during the spring season. *Required of freshmen. Two hours a week. Credit, 1 hour each semester.*

MISS CONN, MISS MCCALL, MRS. NOTESTINE

PHYSICAL EDUCATION 111, 112; 211, 212; 311, 312; 411, 412. PERSONAL HEALTH AND INDIVIDUAL ACTIVITY.

*Required of students who are unable to take regular work and for whom the need of rest is indicated by their physical condition. Five hours a week. Credit, 1 hour each semester.* MISS SAYLOR

PHYSICAL EDUCATION 121, 122; 221, 222; 321, 322; 421, 422. PERSONAL HEALTH AND INDIVIDUAL ACTIVITY.

*Required of students who have remediable physical defects, and prescribed after study of the individual case. Two hours a week. Credit, 1 hour each semester.* MISS SAYLOR

PHYSICAL EDUCATION 191, 192. INTRODUCTION TO HEALTH AND PHYSICAL EDUCATION.

A brief introduction to Health and Physical Education, hygiene and the following activities: Freshman orientation program, tennis, swimming, soccer or hockey, clogging, tumbling and baseball. *Required of all freshmen with a major in physical education. Six hours a week. Credit, 2 hours each semester.* STAFF

PHYSICAL EDUCATION 200. PREVENTION AND EMERGENCY CARE OF INJURIES.

Instruction in the various phases of first aid, and opportunity to obtain Red Cross first aid certificates. Special emphasis is placed upon the prevention of accidents in the gymnasium, swimming pool, playground and community, and on the proper first aid treatment of such emergencies when they occur. *Required of majors in physical education. Open to juniors and seniors in other departments but cannot be substituted for required activity credit. Two hours a week for first nine weeks of second semester. Credit, 1 hour.* MISS CONN

PHYSICAL EDUCATION 201, 202; 301, 302; 401, 402. GENERAL ACTIVITIES FOR SOPHOMORES, JUNIORS, AND SENIORS.

Seasonal activities may be elected according to interests, capacity, and physical condition of the student. *Two hours a week. Credit, 1 hour each semester.* STAFF

PHYSICAL EDUCATION 240. RECREATIONAL LEADERSHIP.

A brief survey of the field of recreational leadership, including methods and practice in planning large parties suitable for recreation centers and churches; materials which can be used in the leadership of clubs for adolescent girls, such as in hiking, handicraft, nature lore, cooking out of doors and camping; special emphasis on the Girl Scout Program. *Required of majors in physical education. May be elected by juniors and seniors in other department. Credit cannot be substituted for required activity credit. Two hours a week. Credit, 2 hours.* MISS SAYLOR

PHYSICAL EDUCATION 291, 292. SPORTS AND DANCING.

Rhythmic form and analysis, children's rhythms, modern dance, and development of personal skill in team and individual sports. *Required of all sophomores with a major in physical education. Prerequisite: Physical Education 191, 192. Six hours a week. Credit, 2 hours each semester.* STAFF

PHYSICAL EDUCATION 300.7. METHODS OF TEACHING HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL.

(See Education 300.7.) *Two hours a week. Credit, 2 hours.* MISS WALKER

PHYSICAL EDUCATION 350.7. METHODS OF TEACHING HEALTH AND PHYSICAL EDUCATION IN THE SECONDARY SCHOOL.

(See Education 350.7.) *Three hours a week. Credit, 3 hours.* MISS THOMAS

PHYSICAL EDUCATION 351. HEALTH EDUCATION.

Material for teaching of hygiene in elementary and high schools of the state. The course includes all of the subjects covered in the state courses of study and in the state-required text books. *Required of all juniors with a major in physical education. Credit, 3 hours.* MISS SAYLOR

PHYSICAL EDUCATION 361, 362. COACHING: TEAM AND INDIVIDUAL SPORTS.

Lead up games, skill tests, rules, mastery of play and methods of coaching volley ball, soccer, basket ball, track, and baseball, including the organization of the sports for physical education classes, and intra-mural athletics; officiating in and conducting the athletic program. Selection and care of ground and equipment. Opportunity for local and national rating in basket ball officiating. *Required of all juniors with a major in physical education. Two hours a week and assisting in college classes. Credit, 2 hours each semester.* MISS MCCALL

PHYSICAL EDUCATION 382. FUNDAMENTALS OF MOVEMENT AND KINESIOLOGY.

Discussion of the fundamental movements made by the body in carrying on the common activities of life. Theory of joint mechanisms and muscular movements. Carry-over of fundamentals into the athletic field. *Required of all juniors with a major in physical education. Prerequisites: Biology 201-202, 211, 212; Physical Education 291, 292. Three hours a week. Credit, 3 hours.* MISS SAYLOR

PHYSICAL EDUCATION 391, 392. SPORTS, GAMES AND DANCING.

This course includes folk dancing, plays and games, team and individual sports. *Required of all juniors with a major in physical education. Prerequisites: Physical Education 291, 292. Six hours a week. Credit, 2 hours each semester.* STAFF

PHYSICAL EDUCATION 431, 432. SURVEY OF THE STATE PROGRAM IN PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS.

Adapted especially for students taking the Bachelor of Arts Elementary Curriculum. Covers materials, methods, and directed observation in the Training School. *May be substituted for Physical Education* 401, 402. *Two hours a week. Credit, 1 hour each semester.* MISS MCCALL

PHYSICAL EDUCATION 441, 442. SURVEY OF THE STATE PROGRAM IN PHYSICAL EDUCATION FOR HIGH SCHOOLS.

Adapted especially for students taking the Bachelor of Arts Secondary Curriculum. Covers materials, methods, State Point System, and directed observation in the Training School. *May be substituted for Physical Education* 401, 402. *Two hours a week. Credit, 1 hour each semester.* MISS MCCALL

PHYSICAL EDUCATION 461, 462. COACHING: TENNIS AND SWIMMING.

*Tennis*: Theory and practice in coaching on various levels, including fundamentals and advanced techniques. Study of class organization, tournaments, selection and care of equipment, and construction of courts. Opportunity for observation and practice teaching in tennis classes.

*Swimming*: Theory and practice in teaching fundamental strokes on various levels. Also coaching in advanced swimming techniques and diving. Swimming pool construction; maintenance and operation; organization and administration of suitable aquatic programs for camps and various school levels. A brief survey of the Red Cross Life Saving Tests. Opportunity for observation and practice teaching in swimming classes. *Required of seniors with a major in physical education. Credit, 1 hour each semester.* MISS CONN

PHYSICAL EDUCATION 471. THERAPEUTICS.

A study of the theory of applying corrective exercises to physical defects. Practice in organizing and giving physical examinations. Theory and practice of massage. Conduct of classes in individual and restricted exercises. *Required of all seniors with a major in Physical Education. Prerequisites*: *Biology* 201-202, 211, 212; *Physical Education* 382 *or concurrent registration in this course. Credit, 3 hours.* MISS SAYLOR

PHYSICAL EDUCATION 482. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION.

Analysis of the problems involved in planning for organizing and directing the modern health and physical education program in the schools, on the playground, and in recreational centers. Emphasis is placed upon budget, construction of equipment and care of facilities, finances, selection and supervision of staff, curriculum construction, sports days, play days, classification schedules, extra-curricular activities, records and reports, grading, tests and costumes. An opportunity is given to investigate various typical schools, playgrounds and recreation centers. Critical surveys are submitted outlining the administrative policies, efficiency and safety of plants visited. *Required of all senior majors in physical education. Credit, 2 hours.* MISS MCCALL

PHYSICAL EDUCATION 491, 492. INDIVIDUAL AND TEAM SPORTS.

Required of all senior majors who have not met the individual and team sport requirements. *Four to six hours a week. Credit, 1 to 2 hours.* STAFF

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Each student is required to purchase a regulation gymnasium suit and a warm-up suit at the College Supply Store at an approximate cost of $4.50. Each student should bring a pair of white tennis shoes and a heavy sweater or short jacket to wear with the gymnasium suit. The pool regulations require a woolen bathing suit of conservative cut and color.

# HISTORY

Professor Farmer; Associate Professors McWilliams, Peter; Assistant Professors Eastman, Worley.

Students with a major in this department are required to take the following courses: History 101-102; 201-202; Political Science 301-302, and six hours elected with the approval of the head of the department. Students with a minor in history are required to take History 101-102; 201, 202; Political Science 301, 302, or six hours of history substituted with the consent of the head of the department. Students with a major or a minor in history are expected to elect at least one semester of geography.

History 101-102. History of Civilization.

A study of the development of civilization from prehistoric times to the present. *Credit,* 10 *hours.*

Miss McWilliams, Miss Peter, Miss Worley

History 111-112. Social and Economic History of the United States.

A course for students in the School of Home Economics. *Credit, 6 hours.* Miss Eastman

History 201, 202. History of the United States.

A study of colonial America and the development of the United States. Students desiring to elect this course may elect either semester. Those who desire to offer it as a partial fulfillment of the requirements for a major or a minor in history will be expected to take the entire year. *Prerequisite*: *History 101-102. Credit, 3 hours each semester.*

Miss Eastman, Miss Farmer

History 261. Contemporary History.

A survey of contemporary world problems and international relations. *Not more than one semester may be taken for credit. Credit,* 2 *hours.*

Miss Peter

History 321, 322. History of England.

Survey of English history with emphasis on social and economic development. This course is especially recommended for students with a major in English. *Prerequisite*: *History* 101-102. *Credit,* 3 *hours each semester.* Miss McWilliams

History 350.4. Methods of Teaching History.

(See Education 350.4) *Credit,* 3 *hours.* Miss Farmer

History 421, 422. History of Modern Europe (1789-1938).

A survey course. The semesters may be taken separately only with the consent of the department. Students with a major in modern languages are expected to take this course. *Prerequisite: History 101-102. Open to juniors and seniors. Credit, 3 hours each semester.* Miss Peter

History 472. History of Alabama.

A survey course. *Open to juniors and seniors. Offered in alternate years. Credit, 3 hours.* Miss McWilliams

History 481. Recent History of the United States.

A survey of the history of the United States since 1884 with special emphasis on the social and economic problems of the period. *Open to all students in the junior or senior years. Credit, 3 hours.*

Miss Farmer

History 482. History of the South.

A course tracing the economic, social, and political development of the South from 1830 to 1876 and appraising its influence on the nation. *Open to students with a major in history in the junior and senior years and to other students who have the approval of the department. Offered in alternate years. (Not offered 1939-1940.) Credit, 3 hours.*

Miss McWilliams

## POLITICAL SCIENCE

Political Science 301, 302. Introduction to Political Science.

A study of the principles of political control, and analysis of forms and practices in the United States. *Students desiring to take this course for elective credit may take either semester. Students who desire to offer it as a partial fulfillment of the requirements for a major or a minor in history will be expected to take the entire year. Juniors with a minor in history may substitute history courses related to their major subject for Political Science 301, 302 with the consent of the department. Prerequisite: History 201, 202. Credit, 3 hours each semester.*

Miss Farmer

Political Science 351. State and Local Government.

A study of state and local government with particular emphasis on the social and economic influences of government. *Required of students with a major in sociology. Elective for any student of junior or senior standing. Credit, 3 hours.* Miss Farmer

Political Science 492. International Relations.

A course in the mechanics of international organizations and politics with special emphasis on the diplomacy of the United States. *Credit, 2 hours.* Miss Peter

## GEOGRAPHY

Geography 231, 232. Survey of Geography.

The first semester is devoted to a study of the elements of geography and the second to a study of regional geography of North America. *Required of students taking the Bachelor of Arts degree with training in elementary education. Elective by semesters for all others. Credit, 3 hours each semester.* Miss Worley

Geography 350. South America.

A course devoted to a study of the regional geography of South America. Both natural divisions and political units are used as a basis for discussion. Special emphasis is placed on the economic and social development of human activities. *Not open to freshmen. Credit, 3 hours.* Miss Worley

Geography 360. Commercial Geography.

A study of the influence of geography on the commercial and economic development of the important nations of the world. *Required of secretarial science students. Open to all others. Credit, 3 hours.*

Miss Worley

# THE SCHOOL OF HOME ECONOMICS

## FACULTY

PROFESSOR ACKERLEY, *Director*

ASSOCIATE PROFESSORS BLAZEK, EDDY, HADLEY; ASSISTANT PROFESSORS BICKHAM, COYLE*, KEMP, TOUCHSTONE; INSTRUCTORS HEAP, MCCORMACK**, MARTIN, NYBECK, THOMPSON; ASSISTANT SUPERVISORS CALHOUN†, HAYLEY, PATE; CONSULTANTS IN FAMILY LIFE EDUCATION, BICKLER, PALMER.

The School of Home Economics offers three major curricula which may be adjusted to prepare a student to enter vocational home economics education, institution economics, and retail economics.

In the vocational home economics education curriculum, which has been approved by the State Department of Education, each student is required to have a major home project, planned and reported under faculty supervision. Students satisfactorily completing this curriculum are qualified to teach vocational home economics in the high schools of Alabama. Since 1932, vocational certificates have been issued to students completing this curriculum who, in addition, have done a minimum of six weeks of directed teaching in an approved high school vocational class and submitted a record of two years of approved high school vocational class and submitted a record of two years of approved home-making experience. This home-making experience may be secured in short periods throughout the year, such as during vacations.

A student who does not meet the requirements of vocational experience may qualify for a Secondary Professional Class B Certificate by taking the necessary courses in Education. This certificate entitles the holder to teach general home economics and any other subject in which she has twelve semester hours of college credit.

The institution economics curriculum prepares for dietetic training in hospitals, recognized by the American Dietetic Association, in which the term of training varies from nine months to one year. This curriculum also provides training in food administration work in colleges, school lunchrooms, commercial cafeterias, tearooms, and club houses. Supervised experience is provided through the college food department and the Montevallo public school lunchroom. By careful choice of electives, conducting a major home project, and attendance at one summer school session after meeting the requirements of this curriculum, a student may also meet the requirements of the vocational home economics education curriculum.

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*On leave of absence 1938-1939.

**On leave of absence second semester.

†Appointed for second semester.

The retail economics curriculum offers training for those interested in department store opportunities. The personnel of progressive department stores includes sales people, shoppers, buyers, assistant buyers, and stylists. This curriculum offers courses that give the necessary background for this work and also provides supervised experience in a leading department store. Only a selected number of those with a major in home economics are permitted to enroll in this curriculum, which also provides fundamental training for costume designing and interior decoration. By careful choice of electives, conducting a major home project, and attendance at one summer school session after meeting the requirements of this curriculum, a student may also meet the requirements of the vocational home economics education curriculum.

Other vocational fields open to home economics trained women, as provided by the curricula of the College, include cooperative extension, social service, commercial home economics demonstration, and home economics journalism.

The Nursery School furnishes college students and parents of the nursery school children opportunity for observing the interests and responses of little children in their various activities as well as for assisting in the nursery school program.

Closely related to this program in child development is the State-wide Parent Education Program which is carried on in cooperation with the State Department of Education. Two full-time field workers in parent education are engaged in conducting parent education classes in selected communities of the state.

# BACHELOR OF SCIENCE DEGREE
## HOME ECONOMICS
### FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Art 150 | 3 | Psychology 150 | 3 |
| English 101 | 3 | English 102 | 3 |
| History 111 | 3 | History 112 | 3 |
| Home Economics 101 | 3 | Home Economics 102 | 3 |
| Physical Science 111 | 3 | Physical Science 112 | 3 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| Speech 141 | 1 | Speech 142 | 1 |
| | 17 | | 17 |

### *SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Biology 201 | 3 | Biology 202 | 3 |
| English 201 | 3 | English 202 | 3 |
| Home Economics 250 | 3 | Home Economics 270 | 3 |
| Physical Science 231 | 3 | Physical Science 232 | 3 |
| Psychology 200 | 2 | Psychology 250 | 2 |
| Sociology 210 | 2 | Sociology 220 | 2 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

## VOCATIONAL HOME ECONOMICS EDUCATION
### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Home Economics 310 | 2 | Home Economics 350 | 3 |
| Home Economics 370 | 3 | Home Economics 380 | 3 |
| Home Economics 320 | 2 | Home Economics 390 | 3 |
| Biology 300 | 3 | Economics 350 | 3 |
| Education 310 | 3 | Physical Science 340 | 3 |
| Sociology 330 | 3 | Elective | 1 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Home Economics 440 | 4 | Home Economics 400 | 3 |
| Home Economics 490 | 5 | Home Economics 430 | 2 |
| Home Economics 410 | 2 | Home Economics 492 | 3 |
| Home Economics 420 | 2 | **Education | 5 |
| Home Economics 401 | 1 | Elective | 3 |
| Home Economics 402 | 2 | Physical Education 402 | 1 |
| Elective | 1 | | |
| | 17 | | 17 |

*Students in Retail Economics may take French 101-102, Sociology 201-202, Home Economics 200 and Physical Science 340, instead of Physical Science 231-232, Psychology 200 and 250, and Sociology 210 and 220. Students taking Physical Science 231 may follow it by taking Physical Science 360.

**Applicants for the vocational home economics certificate may take only three hours, while applicants for the Secondary Professional Class B certificate must complete five hours including science methods.

## INSTITUTION ECONOMICS

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Home Economics 320 | 2 | Home Economic 372 | 3 |
| Home Economics 370 | 3 | Home Economics 380 | 3 |
| Biology 300 | 3 | Physical Science 340 | 3 |
| Economics 350 | 3 | Sociology 330 | 3 |
| Electives | 5 | Electives | 4 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Home Economics 382 | 3 | Home Economics 471 | 2 |
| Home Economics 410 | 2 | Home Economics 400 | 3 |
| Home Economics 420 | 2 | Home Economics 430 | 2 |
| Home Economics 310 | 2 | Home Economics 480 | 1 |
| Home Economics 440 | 4 | Home Economics 482 | 3 |
| Home Economics 401 | 1 | Electives | 5 |
| Electives | 3 | Physical Education 402 | 1 |
| | 17 | | 17 |

## RETAIL ECONOMICS

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Economics 350 | 3 | Economics 360 | 3 |
| Science | 3 | Science | 3 |
| Home Economics 300 | 2 | Home Economics 200 | 2 |
| Home Economics 320 | 2 | Home Economics 362 | 3 |
| Home Economics 360 | 1 | Psychology 340 | 2 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| Electives | 5 | Electives | 3 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Home Economics 451 | 5 | Home Economics 310 | 2 |
| Home Economics 460 | 4 | Home Economics 420 | 2 |
| Home Economics 461 | 5 | Home Economics 462 | 3 |
| Art 311 | 3 | Physical Education 402 | 1 |
| | | Electives | 9 |
| | 17 | | 17 |

## COURSES OF INSTRUCTION

HOME ECONOMICS 101. INTRODUCTION TO HOME ECONOMICS.

Social relations; personal health; food selection; table etiquette; room arrangement and care; budgeting and account keeping. This course includes required projects in diet selection; room arrangement and care, and the keeping of a personal account record book. *Credit, 3 hours.*

MISS ACKERLY, MISS BLAZEK, MISS EDDY, MISS HEAP, MISS TOUCHSTONE

HOME ECONOMICS 460. PROBLEMS IN HOME ECONOMICS.

An individual problem selected by the student, with approval of the director of the School, is worked out with guidance and supervision of an assigned staff member. *Hours to be arranged. Credit, 1 to 4 hours.*

STAFF

### THE FAMILY

HOME ECONOMICS 400. CHILD GROWTH AND DEVELOPMENT.

A study of the development, care and training of the infant and preschool child. Special emphasis is given the importance of home relationship. Nursery school observation is included. *Prerequisites: Psychology 250 or equivalent; Sociology 330; Home Economics 350, 380. Credit, 3 hours.*

MISS BICKHAM

HOME ECONOMICS 401. HEALTH OF THE FAMILY.

A study of public and preventive health measures as affecting family health; study, demonstrations and practice in home care of the sick. *Prerequisite: Senior standing in home economics. Credit, 1 hour.*

MISS BLAZEK, DR. PECK

HOME ECONOMICS 402. PROBLEMS IN HOME AND FAMILY LIFE.

The practical application of the principles of sociology and economics to home and family life, emphasizing health, standards of living, house standards, income, household management, recreation, civic and social responsibilities. *Prerequisite: Senior standing in home economics. Credit, 2 hours.*

MISS ACKERLEY

### THE HOUSE AND ITS ADMINISTRATION

HOME ECONOMICS 310. HOUSE FURNISHING.

Selection and arrangement of furniture and furnishings according to need, use, appearance and income. *Prerequisite: Art 150. Credit, 2 hours.*

MISS CUNINGGIM, MISS TOUCHSTONE

HOME ECONOMICS 320. HOUSEHOLD EQUIPMENT AND HOUSE CARE.

Renovation of furniture; storage space; care of the house and its furnishings. *Credit, 2 hours.*

MISS TOUCHSTONE

HOME ECONOMICS 410. THE HOUSE.

Study of housing standards; factors influencing the selection of family

shelter; house designing and planning in relation to family needs and income. *Credit, 2 hours.* Miss Ackerley

Home Economics 420. Household Equipment.

Selection, care, and use; simple repairs. *Prerequisite: Physical Science 340. Credit, 2 hours.* Miss Ackerley

Home Economics 430. Home Management.

The home situation as it is influenced by training. Study of consumption, use of leisure time, and schedule. *Credit, 2 hours.* Miss Heap

Home Economics 440. House Residence.

Residence in the home management house, including meal planning and preparation; schedule of household organization; and informal home entertaining. *Prerequisites or parallel: Sociology 330; Home Economics 380, 430. Credit, 4 hours.* Miss Heap, Miss McCormack

## CLOTHING AND TEXTILES

Home Economics 102. Costume Selection and Design.

Costume selection and care, including buying, applied design, suitability to various types and personality of individuals, the ensemble, textile care, good grooming, and clothing repair. Personal clothing budget for the following year. Continuation of personal account-keeping project throughout the four years of college. *Prerequisites: Home Economics 101; Art 150. Credit, 3 hours.*

Miss Ackerley, Miss Eddy, Miss Heap, Miss Touchstone

Home Economics 200. Textiles.

A study of the buying of textiles and clothing. In textile study, emphasis is placed on the texture and durability as affected by fiber, yarn, weave, finish and dye. In clothing study, emphasis is placed on the buying of underwear, hosiery, gloves, coats, men's and boys' clothing. *Required of all home economics majors who are taking retailing unless home economics 250 and 350 are elected. Credit, 3 hours.*

Miss Eddy, Miss Touchstone

Home Economics 250. Textile Study and Clothing Construction.

A study of textile fibers, yarn, weave, finishes, dyeing and durability of textile fabrics. Selection and construction of cotton or linen sports dress; emphasis on standards of construction, fitting and design. Study of hygiene, design and cost of clothing suitable for the infant and preschool child. Construction of a boy's suit. *Prerequisite: Home Economics 101 and 102. Credit, 3 hours.* Miss Touchstone

Home Economics 252. Personal Problems in Clothing.

A non-technical course in clothing open to students not majoring in

home economics. A brief study of the textile fibers, dyeing, and finishing. Adaptation and use of commercial patterns. A study of color, proportion, and line in relation to the individual. Construction of two dresses. *No prerequisite. Credit, 2 or 3 hours.* Miss Kemp

Home Economics 350. Textile and Clothing Selection, Pattern Construction.

Study of the selection of underwear, hose, gloves, coats, men's and boys' clothing. Original patterns developed from a foundation pattern and used in the construction of silk and wool dresses and suits. *Prerequisite: Home Economics 250. Credit, 3 hours.* Miss Eddy

Home Economics 360. Laboratory Experience in Selling.

A course open to juniors who wish to gain experience in a department store. A number of Saturdays and vacation days will be spent working in a Birmingham department store subject to the approval of the store and the School of Home Economics. *Credit, 1 hour.* Miss Eddy

Home Economics 362. History of Costume, Textiles, and Allied Decorative Arts.

A survey of the history of costume and textiles with emphasis upon the characteristics of each age and the interchange of designs, symbols, and techniques. When closely related, ceramics and illuminated manuscripts of the period will be included. *Required of all Home Economics retailing students. Prerequisite: Six hours of history. Credit, 3 hours.* Miss Eddy

Home Economics 451. Retail Merchandising.

Study of retailing with special emphasis on department store organization and policies, the store and the community, and training for retailing. *Prerequisite: Senior standing in home economics. Credit, 5 hours.* Miss Eddy

Home Economics 452. Advanced Clothing Design.

Construction of a tight-fitted lining as a foundation for modeling without a pattern. Draping of cotton and silk or rayon garments. Study of straight, gored, circular and draped silhouettes, of sleeves, yokes, and intricately cut garments. *Prerequisite: Home Economics 250. Credit, 2 or 3 hours.* Miss Eddy

Home Economics 461. Supervised Experience in Department Stores.

*Prerequisite: Home Economics 360. Credit, 5 hours.* Miss Eddy

Home Economics 462. Textile Economics.

Study of the textile and clothing trades. The economic and social significance of fashion, styling, and standardization on the merchandising of textiles and other commodities. *Prerequisite: Economics 350; Home*

*Economics 250 and 350, or Home Economics 200. Credit, 3 hours. (Not offered 1939-1940.)* Miss Eddy

## FOODS AND NUTRITION

Home Economics 270. Food Study.

A study of foods; standard recipes; standard methods of cookery in relation to flavor, color, texture, food values, combinations; service and cost in relation to occasion and season; production and preservation. *Prerequisite or parallel: Home Economics 101; Chemistry 231. Credit, 3 hours.* Miss Heap

Home Economics 272. Food and Its Preparation.

A non-technical course open to students not majoring in home economics. A study of standard methods of cookery, individual nutrition requirements, selection of food in relation to needs and cost. *No prerequisite. Credit, 2 hours.* Miss Kemp

Home Economics 300. Feeding the Family.

A study of the nutritional needs of individual members of the family; planning adequate meals; purchasing food. *Credit, 2 hours.* Miss Blazek

Home Economics 370. Meal Study.

A study of menu planning for the family, stressing food selection and nutrition, organization of work; purchase and cost of food; meal preparation, and table service. *Prerequisite: Home Economics 270; Physical Science 232. Credit, 3 hours.* Miss Blazek

Home Economics 372. Advanced Meal Study.

This course includes the serving of special meals such as dinners, school lunches, teas, parties and banquets, and choice of appropriate decoration and entertainment for the various occasions. Emphasis on organization and cost of large quantity preparation and service. *Prerequisite: Home Economics 370. Credit, 3 hours.* Miss Blazek

Home Economics 380. Nutrition and Dietetics.

A study of the processes involved in the utilization of food by the body and of the nutritional needs of different members of the family group. *Prerequisite: Biology 202; Physical Science 231. Credit, 3 hours.* Miss Blazek

Home Economics 382. Institution Administration.

The organization of administrative work in cafeterias, lunch rooms, tea rooms, and hospitals. A study of the physical equipment, working force, menus, markets and marketing conditions, food purchasing, and accounts. One semester hour's work in the College kitchen and high school cafeteria. *Prerequisite: Second semester junior standing in institution economics. Credit, 3 hours.* Miss Blazek

HOME ECONOMICS 470. INVESTIGATIONS IN COOKERY.

Study of factors affecting standard products, including ingredients, proportions, methods, temperatures, utensils, and appliances. *Prerequisites: Senior standing; Home Economics 380; Physical Science 340. Credit, 2 or 3 hours.* MISS HEAP

HOME ECONOMICS 471. FOOD ECONOMICS.

The study of market conditions and marketing; legislation pertaining to foodstuffs; food production and consumption; the purchasing of canned foods, package foods, staples, fresh fruits and vegetables, meats and daily products as to quality, cost, and use. *Prerequisite or parallel: Economics 350 or equivalent. Credit, 2 hours.* MISS BLAZEK

HOME ECONOMICS 480. READINGS IN NUTRITION.

A study of recent nutrition investigations and research. *Prerequisites: Senior standing; Home Economics 380. Credit, 1 hour.* MISS HEAP

HOME ECONOMICS 482. ADVANCED NUTRITION AND DIETETICS.

A study of the dietary needs of special normal cases and of certain abnormal cases. An average of C in home economics is required for enrollment in the course. *Prerequisites: Home Economics 380; senior standing in home economics. Credit, 3 hours.* MISS BLAZEK

## VOCATIONAL HOME ECONOMICS EDUCATION

HOME ECONOMICS 390. METHODS OF TEACHING HOME ECONOMICS IN HIGH SCHOOLS.

A study of the basic philosophy and objectives of home economics, its contribution to general education and vocational education; principles of learning applied to teaching home economics in high school; personal development of the home economics teacher. Includes directed observation in high school. *Prerequisite: Junior standing in home economics. Credit, 3 hours.* MISS HADLEY

HOME ECONOMICS 490. SUPERVISED OBSERVATION AND TEACHING IN VOCATIONAL OR JUNIOR HIGH SCHOOL CLASSES.

*An average of C in home economics is required to do student teaching. Prerequisite: Home Economics 390; senior standing in home economics. Credit, 5 hours.*

MISS HADLEY, MISS MARTIN, MISS MCCORMACK, MRS. NYBECK, MISS THOMPSON

HOME ECONOMICS 492. VOCATIONAL EDUCATION IN HOME ECONOMICS.

A study of the national and state programs for vocational education and their relation to the home economics program with special emphasis on the Alabama vocational home economics program. *Prerequisite: Home Economics 490. Credit, 3 hours.* MISS HADLEY

# MATHEMATICS

Professor Jackson; Assistant Professor Braswell.

Mathematics A. Review of Pre-College Mathematics.

A course providing drill in certain fundamentals of arithmetic and algebra, particularly those needed for courses in science and college mathematics. *Designed for freshmen who are found to be poorly prepared in mathematics. One hour a week, one semester. No credit toward a degree.*

Miss Braswell, Miss Jackson

Mathematics 101, 102. A Survey Course in College Mathematics.

A study of certain fundamental notions of college algebra, trigonometry, analytic geometry and calculus, with the function concept as an integrating idea underlying the whole course. Emphasis on the applications of mathematics, particularly in the physical sciences. *Designed for students who plan to major or minor in mathematics, but elective for others. Credit, 3 hours each semester.* Miss Braswell

Mathematics 111, 112. A Survey Course in College Mathematics.

A course similar to Mathematics 101, 102, but adapted especially for students who elect freshman mathematics without intending to have a major or a minor in the subject. *Credit, 3 hours each semester.*

Miss Jackson

Mathematics 162. Solid Geometry.

An elective for students who do not offer entrance credit in solid geometry. *Offered alternate years. Credit, 2 hours.*

Miss Jackson

Mathematics 201, 202. Analytic Geometry.

A continuation of coordinate geometry, begun in Mathematics 101, 102, with special emphasis on the conic sections and the general equation of the second degree. *Required of students with a major or a minor in mathematics. Credit, 3 hours each semester.* Miss Braswell

Mathematics 221, 222. The Mathematics of Finance.

A study of the mathematics needed to cope intelligently with problems of investment, such as simple and compound interest, annuities, bonds, sinking funds, life insurance, and other problems of modern finance. An elective for students who have completed six hours of college mathematics. Especially recommended for those with a major in mathematics, sociology or secretarial science. *Offered in alternate years. (Not offered 1939-1940.) Credit, 2 hours each semester.* Miss Jackson

MATHEMATICS 301, 302. DIFFERENTIAL AND INTEGRAL CALCULUS.

The usual topics included in a first course in the calculus are treated, such as functions, limits, the derivative, with its applications as the slope of the curve, and as the rate of change of a function, maxima and minima, infinitesimals; differentials; the indefinite integral, and the definite integral with applications to geometry and physics. *Required of students with a major or minor in mathematics. Credit, 3 hours each semester.*

MISS JACKSON

MATHEMATICS 350.5. METHODS OF TEACHING MATHEMATICS.

(See Education 350.5.) *Credit, 3 hours.* MISS BRASWELL

MATHEMATICS 352. COLLEGE GEOMETRY.

A modern extension of Euclidean geometry, closely related to high school geometry, but dealing with new material. Some of the topics studied are: Geometric construction, properties of the triangle, theorems of Menelaus and Ceva, and harmonic properties of circles. An excellent preparation for the teaching of secondary school geometry. *Offered alternate years. (Not offered 1939-1940.) Credit, 3 hours.*

MISS BRASWELL

MATHEMATICS 362. HISTORY OF MATHEMATICS.

This course is especially planned to give students with a major or minor in mathematics a survey of the historical development of the elementary branches,—arithmetic, algebra, geometry, and trigonometry, and the beginnings of analytic geometry and calculus—from early times to the present. Lectures, discussions, and required readings. *Offered alternate years. Credit, 2 hours.* MISS BRASWELL

MATHEMATICS 421. PROJECTIVE GEOMETRY.

An introductory course in modern synthetic projective geometry. An elective for students with a major in mathematics. *Offered alternate years. Credit, 2 hours.* MISS JACKSON

MATHEMATICS 451. ADVANCED ALGEBRA.

The greater part of this course is devoted to the theory of equations. Other topics included are: determinants; complex numbers; permutations, combinations and probability; infinite series. *Required of students with a major in mathematics. Credit, 3 hours.* MISS JACKSON

MATHEMATICS 452. DIFFERENTIAL EQUATIONS.

An elementary course dealing with methods of solving ordinary differential equations of the first and second orders, with some applications to geometry and physics. *Required of students with a major in mathematics. Credit, 3 hours.* MISS JACKSON

# THE SCHOOL OF MUSIC

## FACULTY

PROFESSOR LEBARON, *Director*

PROFESSOR ZIOLKOWSKI; ASSOCIATE PROFESSORS CHAMBERLIN, FARRAH, KILDEA, WINER; ASSISTANT PROFESSOR STROM.

The School of Music is a member of the National Association of Schools of Music, and the requirements for entrance and for graduation conform to the regulations of that association. The general requirements for admission to the School of Music are the same as the requirements for admission to the College.

## ORGANIZATION OF CURRICULA

The curricula in music are organized for professional and for cultural training under the Bachelor of Music degree. The first two years of all curricula leading to this degree are the same, and the decision as to the field of concentration need not be made until the end of the sophomore year.

Students taking work toward the Bachelor of Arts degree and desiring courses in music should pursue the regular Liberal Arts curriculum and take the music courses as electives. Such work may be in applied music or in music theory and appreciation. Not more than twenty semester hours of applied music may be taken. This curriculum does not lead to a certificate to teach.

## THE BACHELOR OF MUSIC DEGREE

The Bachelor of Music degree is awarded on completion of the general theoretical and academic requirements with a major in which the required degree of advancement in applied music has been met.

The curricula leading to the Bachelor of Music degree are outlined on pages 122 to 126 of this catalog. Students may major in composition, organ, piano, violin, voice, or school music. The first two years of each of these curricula are the same and are devoted to the basic essentials in music.

Students who major in applied music may prepare either for solo performance or for teaching, but performance in the major subject must be of the same degree of advancement for both solo majors and those preparing to teach, and performance in minor subjects must reach a specified standard. The teacher-training curricula in piano, violin and voice are designed to anticipate the needs of beginning teachers.

The major in School Music is designed to approach all phases of music as they are presented in both the elementary and secondary school. Piano

and voice must be pursued with the major emphasis depending upon the needs of the individual student.

## SPECIAL ENTRANCE STANDARDS

The candidate for admission to freshman standing in music must meet specific entrance requirements. The student failing to meet these standards will be classified tentatively as a freshman, but if upon examination by a faculty board of examiners at the end of the first year she has not removed successfully the deficiency and fulfilled the curriculum requirements of the year she cannot be ranked unconditionally as a sophomore. In such a case the student should remove the deficiency by attending a summer session. The faculty committee will act in an advisory capacity during the sophomore year and final classification will be withheld until the end of that year.

Specific entrance requirements are as follows:

*Organ*: The student in the Bachelor of Music course who expects to qualify for the State Teachers Certificate in Piano may not start organ study until the Piano Examination No. IV has been passed. Others may register with the permission of the instructor.

*Piano*: She should play all major and minor scales correctly in moderate tempo, also broken chords in octave position in all keys. She should have studied some of the standard etudes, such as Czerny, Op. 299, Book I; Heller, Op. 47 and 46 (according to the individual needs of the pupil); Bach, Little Preludes; a few Bach two-part Inventions and compositions corresponding in difficulty to:

Haydn, Sonata No. II, G major No. 20 (Schirmer)

Mozart, Sonata C major No. 3, F major No. 13 (Schirmer)

Beethoven, Variations on Nel cor Piu, Sonata Op. 49, No. I

Schubert, Impromptu Op. 142, No. 2, etc.

*Violin*: The student should have an elementary knowledge of the piano-forte. She should have the ability to perform etudes of the difficulty of the Kreutzer Etudes, Nos. 1 to 32, and works of the difficulty of the Viotti Concerts, No. 23, the de Beriot concertos, Nos. 7 and 9, and the Tartini G minor sonata.

*Voice*: The student must have accurate sense of pitch and musical intelligence. Previous study is not a prerequisite. If she does not have some knowledge of piano this deficiency must be removed.

## REQUIREMENTS FOR GRADUATION

The Bachelor of Music degree is conferred upon all students who successfully complete the requirements as outlined in a curriculum. The curricula, in the fields offered, are so planned as to permit the student

to complete the requirements during four years. In cases of irregularity the deficiency can usually be removed by work done in summer session.

### Theoretical Subjects

In theoretical subjects the student must reach the required degrees of advancement in the regular prescribed courses.

*Composition.* The student taking Composition 401-402 with its prerequisites and demonstrating a performing musicianship of senior advancement is considered as having a major in composition. A second instrument or voice may be studied, dividing the time assigned to applied music.

### Applied Music

*Organ.* The candidate for graduation in organ should have acquired the ability to read moderately difficult anthem accompaniments at sight. She should have demonstrated her ability to play a church service including solo accompaniment. Her repertory should include examples of classic and modern writing. She should have laid the foundation for transposition at sight, open score reading and improvisation.

*Piano.* The candidate for graduation in piano must have passed the prescribed technical examination in scales, arpeggios, chords, octaves, and double notes. She must have a repertory comprising the principal classic, romantic and modern compositions which should include such works as:

Bach, Chromatic Fantasia and Fugue, Tausig, Liszt, D'Albert

Brahms, Rhapsodie B minor, Sonata F minor

Beethoven, sonatas and a concerto

Chopin, ballades, polonaises, fantasies, barcaroles, scherzi, etudes, preludes, and a concerto

Liszt, rhapsodies, transcriptions, a concerto

Schumann, Sonata G minor, Faschings-Schwank, Carnival, Concerto

Compositions by standard American and foreign modern composers.

*Violin.* The candidate for graduation in violin should show an adequate technical grounding in scales, arpeggios, bowing, and phrasing, and the ability to perform works of the difficulty of the Mendelssohn's E minor concerto, and the Bruch G minor or Spohr No. 8. During the four-year course the student must have at least two years of practical orchestral experience and two years of ensemble. She must have studied the viola sufficiently to enable her to play it in ensemble. She should further demonstrate ability to do sight reading and should be able to sight read simple piano accompaniments. An examination in piano sight reading is required in the sophomore year and if the necessary ability is not evident piano study is required.

*Voice.* The candidate for graduation should demonstrate the ability to sing the more difficult arias of opera and oratorio in English and in two foreign languages, a knowledge of recitative in both the free and measured forms, a knowledge of the general song literature, and the ability to give a creditable recital. The repertory for immediate use should consist of at least four operatic arias, four oratorio arias, twenty classic and twenty standard modern songs. The voice major must have two years' experience in ensemble singing and have completed sufficient piano study to enable her to play accompaniments of average difficulty. An examination in piano sight reading is required in the sophomore year, and if the necessary ability is not evident piano study is required.

*School Music.* The candidate for graduation in school music must meet certain standards of achievement in piano, voice and wind and string pedagogy. Emphasis in assigning applied music hours will be determined by the student's needs and aptitudes. Examination IV in piano is required, and Examination IV in voice approximates requirements in that field.

## EXAMINATIONS

A comprehensive examination before the faculty committee is required at the end of the sophomore year

(1) To determine whether students in the Bachelor of Music curricula have reached the sophomore level.

(2) To aid in choosing the field of concentration for which students are best qualified.

The technical part of the examination is first heard by the recorder, who certifies the student to be ready for the faculty committee. The first examination is with the recorder and teacher; all others are with the faculty committee or staff.

## SCHEDULE OF WORK

The normal amount of work each semester for a student is seventeen hours, including one hour of physical education. The minimum requirements for four years are 128 semester hours plus eight hours of physical education. A student taking more than seventeen hours must have the approval of the Director and the Dean of the College.

## RECITAL

A full recital is required of all students with a solo major in instrumental and vocal subjects. Students with a major in composition, while meeting the same applied music standards as do those with a major in

instrumental subjects, are not required to prepare graduate recitals but must submit a composition of senior standing ready to be performed in public recital.

The curriculum for training teachers in piano does not necessarily require a full public recital, but the record must show an established minimum of public work; that is, one public performance in the freshman year, two in the sophomore year, three in the junior year, and four in the senior year. Attendance at the recital class is required of all students with a major in music.

## STATE TEACHERS' CERTIFICATE

Students desiring a state teachers' certificate in any applied subject except voice must meet the minimum requirement of the sophomore examination in the subject in which certification is desired. Those desiring a certificate to teach voice must show four years of voice study and must have completed Diction 301 and 302.

# BACHELOR OF MUSIC DEGREE

All curricula, as listed on the following five pages, have the first two years in common:

## FRESHMAN

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Applied Music 111 | 2 | Applied Music 112 | 2 |
| Harmony 101 | 2 | Harmony 102 | 2 |
| Sight Singing and Dictation 101 | 1 | Sight Singing and Dictation 102 | 1 |
| English 101 | 3 | English 102 | 3 |
| History 101 | 5 | History 102 | 5 |
| Language, Home Economics or Science 101 | 3 | Language, Home Economics or Science 102 | 3 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| | 17 | | 17 |

## SOPHOMORE

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Applied Music 201 | 4 | Applied Music 202 | 4 |
| Ensemble 201 | 1 | Ensemble 202 | 1 |
| Harmony 201 | 3 | Harmony 202 | 3 |
| Sight Singing and Dictation 201 | 1 | Sight Singing and Dictation 202 | 1 |
| English 201 | 3 | English 202 | 3 |
| Psychology 211 | 2 | Psychology 212 | 2 |
| Electives | 2 | Electives | 2 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| | 17 | | 17 |

# INSTRUMENTAL

(Students pursuing this curriculum meet requirements for a teachers' certificate.)

## JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Analysis 351 | 2 | Analysis 352 | 2 |
| Applied Music 301 | 3 | Applied Music 302 | 3 |
| History of Music 301 | 3 | History of Music 302 | 3 |
| School Music 301 | 3 | School Music 302 | 2 |
| Wind and String Pedagogy 301 | 2 | Wind and String Pedagogy 302 | 2 |
| Education 310 | 3 | Tonal Counterpoint 351 | 3 |
| Physical Education 301 | 1 | Directed Teaching 352 | 1 |
| | | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Applied Music 401 | 3 | Applied Music 402 | 3 |
| Composition 301 | 3 | Composition 302 | 3 |
| Conducting and Instrumental Ensemble 401 | 2 | Conducting and Instrumental Ensemble 402 | 2 |
| Piano Normal 401 | 2 | Piano Normal 402 | 2 |
| High School Music 451 | 2 | Electives | 6 |
| Education 490 | 2 | Physical Education 442 | 1 |
| Electives | 2 | | |
| Physical Education 441 | 1 | | |
| | 17 | | 17 |

## INSTRUMENTAL

(Students pursuing this curriculum will not be eligible for a teachers' certificate.)

### JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Applied Music 301 | 6 | Applied Music 302 | 6 |
| Analysis 351 | 2 | Analysis 352 | 2 |
| History of Music 301 | 3 | History of Music 302 | 3 |
| Wind and String Pedagogy 301 | 2 | Wind and String Pedagogy 302 | 2 |
| Academic Elective | 3 | Academic Elective | 3 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

### SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Applied Music 401 | 5 | Applied Music 402 | 5 |
| Composition 301 | 3 | Composition 302 | 3 |
| Counterpoint 351 | 3 | Counterpoint 352 | 3 |
| Survey of Instrumental Literature 401 | 2 | Survey of Instrumental Literature 402 | 2 |
| Sociology 201 | 3 | Sociology 202 | 3 |
| Physical Education 401 | 1 | Physical Education 402 | 1 |
| | 17 | | 17 |

# SCHOOL MUSIC

(Students pursuing this curriculum will meet requirements for a teachers' certificate.)

## JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Analysis 351 | 2 | Analysis 352 | 2 |
| Applied Music 301 | 3 | Applied Music 302 | 3 |
| School Music 301 | 3 | School Music 302 | 2 |
| History of Music 301 | 3 | History of Music 302 | 3 |
| Wind and String Pedagogy 301 | 2 | Wind and String Pedagogy 302 | 2 |
| Education 310 | 3 | Tonal Counterpoint 351 | 3 |
| Physical Education 301 | 1 | Elective | 1 |
| | | Physical Education 302 | 1 |
| | 17 | | 17 |

## SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Applied Music 401 | 4 | Applied Music 402 | 4 |
| Conducting and Instrumental Ensemble 401 | 2 | Conducting and Instrumental Ensemble 402 | 2 |
| Directed Teaching in the Elementary Grades 401 | 2 | Directed Teaching in the Elementary Grades 402 | 2 |
| Piano Normal 401 | 2 | Piano Normal 402 | 2 |
| Survey of Theory 401 | 2 | Survey of Theory 402 | 2 |
| High School Music 451 | 2 | Electives | 4 |
| Education 490 | 2 | Physical Education 442 | 1 |
| Physical Education 441 | 1 | | |
| | 17 | | 17 |

# VOICE

(Students pursuing this curriculum will meet requirements for a teachers' certificate.)

## JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Analysis 351 | 2 | Analysis 352 | 2 |
| Applied Music 301 | 3 | Applied Music 302 | 3 |
| History of Music 301 | 3 | History of Music 302 | 3 |
| School Music 301 | 3 | School Music 302 | 2 |
| Wind and String Pedagogy 301 | 2 | Wind and String Pedagogy 302 | 2 |
| Education 310 | 3 | Directed Teaching 352 | 1 |
| Physical Education 301 | 1 | Tonal Counterpoint 351 | 3 |
| | | Physical Education 302 | 1 |
| | 17 | | 17 |

## SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Applied Music 401 | 4 | Applied Music 402 | 4 |
| Conducting and Instrumental Ensemble 401 | 2 | Conducting and Instrumental Ensemble 402 | 2 |
| Piano Normal 401 | 2 | Piano Normal 402 | 2 |
| Vocal Ensemble 451 | 2 | Vocal Ensemble 452 | 2 |
| Diction 401 | 2 | Diction 402 | 2 |
| High School Music 451 | 2 | Electives | 4 |
| Electives | 2 | Physical Education 442 | 1 |
| Physical Education 441 | 1 | | |
| | 17 | | 17 |

# VOICE

(Students pursuing this curriculum prepare for solo work, and are not eligible for a teachers' certificate.)

## JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Analysis 351 | 2 | Analysis 352 | 2 |
| Applied Music 301 | 4 | Applied Music 302 | 4 |
| Diction 301 | 2 | Diction 302 | 2 |
| History of Music 301 | 3 | History of Music 302 | 3 |
| Tonal Counterpoint 351 | 3 | Tonal Counterpoint 352 | 3 |
| Electives | 2 | Electives | 2 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

## SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Applied Music 401 | 4 | Applied Music 402 | 4 |
| Composition 301 | 3 | Composition 302 | 3 |
| Diction 401 | 2 | Diction 402 | 2 |
| Instrumentation 451 | 2 | Instrumentation 452 | 2 |
| Vocal Ensemble 451 | 1 | Vocal Ensemble 452 | 1 |
| Electives | 4 | Electives | 4 |
| Physical Education 401 | 1 | Physical Education 402 | 1 |
| | 17 | | 17 |

# COMPOSITION

(Students pursuing this curriculum are not eligible for a teachers' certificate.)

## JUNIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Analysis 351 | 2 | Analysis 352 | 2 |
| Applied Music 301 | 3 | Applied Music 302 | 3 |
| Composition 301 | 3 | Composition 302 | 3 |
| Instrumentation 451 | 2 | Instrumentation 452 | 2 |
| History of Music 301 | 3 | History of Music 302 | 3 |
| Tonal Counterpoint 351 | 3 | Tonal Counterpoint 352 | 3 |
| Physical Education 301 | 1 | Physical Education 302 | 1 |
| | 17 | | 17 |

## SENIOR

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| Applied Music 401 | 4 | Applied Music 402 | 4 |
| Composition 401 | 4 | Composition 402 | 4 |
| Survey of Instrumental Literature 401 | 2 | Survey of Instrumental Literature 402 | 2 |
| Survey of Song Literature 411 | 2 | Survey of Song Literature 412 | 2 |
| Advanced Counterpoint 450 | 2 | Electives | 4 |
| Electives | 2 | Physical Education 402 | 1 |
| Physical Education 401 | 1 | | |
| | 17 | | 17 |

## COURSES IN APPLIED MUSIC

| *Piano* | *Voice* | *Violin* | *Organ* |
|---|---|---|---|
| Mrs. Chamberlin | Miss Farrah | Mr. Kildea | Mr. LeBaron |
| Miss Strom | Miss Winer | | |
| Mr. Ziolkowski | | | |

Applied Music 101, 102. Organ, Piano, Violin, Voice.

Two half-hour lessons a week. Number of credit hours are determined by the number of hours of daily practice. *Credit, 3 to 6 hours each semester.*

Applied Music 111, 112. Organ, Piano, Violin, Voice.

Two half-hour lessons a week. Two hours daily practice. *Credit, 2 hours each semester.*

Applied Music 121, 122. Organ, Piano, Violin, Voice.

Two half-hour lessons a week. One hour daily practice. *Credit, 1 hour each semester.*

APPLIED MUSIC 131, 132. PIANO, VIOLIN, VOICE.

Class piano, violin or voice, as group instruction. Two hours each week. *Credit, 1 hour each semester.*

APPLIED MUSIC 141, 142. PIANO, VIOLIN, VOICE.

Open to students electing piano, violin or voice. This course will include one half-hour private lesson and a one-hour class lesson each week. *Credit, 1 hour each semester.*

APPLIED MUSIC 201, 202. ORGAN, PIANO, VIOLIN, VOICE.

Two half-hour lessons a week. Number of credit hours are determined by the number of hours of daily practice. *Credit, 3 to 6 hours each semester.*

APPLIED MUSIC 211, 212. ORGAN, PIANO, VIOLIN, VOICE.

Two half-hour lessons a week. One hour daily practice. *Credit, 1 hour each semester.*

APPLIED MUSIC 221, 222. ORGAN, PIANO, VIOLIN, VOICE.

Two half-hour lessons a week. One hour daily practice. *Credit, 1 hour each semester.*

APPLIED MUSIC 231, 232. PIANO, VIOLIN, VOICE.

Class piano, violin or voice, as group instruction. Two hours each week. *Credit, 1 hour each semester.*

APPLIED MUSIC 241, 242. PIANO, VIOLIN, VOICE.

Open to students electing piano, violin or voice. This course will include one half-hour private lesson and a one-hour class lesson each week. *Credit, 1 hour each semester.*

APPLIED MUSIC 301, 302. ORGAN, PIANO, VIOLIN, VOICE.

Two half-hour lessons a week. Number of credit hours are determined by the number of hours of daily practice. *Credit, 3 to 6 hours each semester.*

APPLIED MUSIC 311, 312. ORGAN, PIANO, VIOLIN, VOICE.

Two half-hour lessons a week. Two hours daily practice. *Credit, 2 hours each semester.*

APPLIED MUSIC 321, 322. ORGAN, PIANO, VIOLIN, VOICE.

Two half-hour lessons a week. One hour daily practice. *Credit, 1 hour each semester.*

APPLIED MUSIC 331, 332. PIANO, VIOLIN, VOICE.

Class piano, violin or voice, as group instruction. Two hours each week. *Credit, 1 hour each semester.*

APPLIED MUSIC 341, 342. PIANO, VIOLIN, VOICE.

Open to students electing piano, violin or voice. This course will include one half-hour private lesson and a one-hour class lesson each week. *Credit, 1 hour each semester.*

APPLIED MUSIC 401, 402. ORGAN, PIANO, VIOLIN, VOICE.

Two half-hour lessons a week. Number of credit hours are determined by the number of hours of daily practice. *Credit, 3 to 6 hours each semester.*

APPLIED MUSIC 411, 412. ORGAN, PIANO, VIOLIN, VOICE.

Two half-hour lessons a week. Two hours daily practice. *Credit, 2 hours each semester.*

APPLIED MUSIC 421, 422. ORGAN, PIANO, VIOLIN, VOICE.

Two half-hour lessons a week. One hour daily practice. *Credit, 1 hour each semester.*

APPLIED MUSIC 431, 432. PIANO, VIOLIN, VOICE.

Class piano, violin or voice, as group instruction. Two hours each week. *Credit, 1 hour each semester.*

APPLIED MUSIC 441, 442. PIANO, VIOLIN, VOICE.

Open to students electing piano, violin or voice. This course will include one half-hour private lesson and a one-hour class lesson each week. *Credit, 1 hour each semester.*

MUSIC 201, 202. ENSEMBLE.

Application of rhythmic and structural knowledge to group performance. Accompaniment. Sight reading. *Two hours each week. Credit, 1 hour each semester.* MR. LEBARON, MR. ZIOLKOWSKI

MUSIC 301, 302. WIND AND STRING PEDAGOGY.

A practical course in playing and teaching the instruments of the band and orchestra. The place, aim, and general method of instrumental music in the schools. Procedure in forming an orchestra or band, technique of rehearsing. Observation of College band and orchestra. Attention to methods of instrumental procedure in class instruction. *One hour credit for class work and one hour credit for practice teaching. Credit, 2 hours each semester.* MR. KILDEA

MUSIC 401, 402. CONDUCTING AND INSTRUMENTAL ENSEMBLE.

A course in the essentials of conducting, technique of the baton, orchestral repertoire, interpretation, and practical experience in conducting. During the year each student is expected to give sufficient attention to one particular instrument so that she may play in the ensemble which forms a part of this course. Each enrolled student may conduct this group. *Credit, 2 hours each semester.* MR. KILDEA

MUSIC 451, 452. INSTRUMENTATION (WIND AND STRING).

This course is designed for students pursuing a solo major course. A practical course in the playing of the band and orchestral instruments, including such various factors of instrumentation as range, tone color, relationship, and transposition. *One credit hour of the first semester is given for practice teaching. Credit, 2 hours each semester.*

MR. KILDEA

MUSIC 400. CHORAL CONDUCTING.

Problems of the Glee Club and Chorus. Development of group tone quality, rhythm, and ear training. Philosophy of interpretation and the indication of desired results. *Two hours a week. Credit, 1 hour.*

MR. LEBARON

MUSIC 121, 122; 221, 222; etc. CHORAL STUDY; GLEE CLUB.

The rudiments of voice production, breathing and diction; study of glees, madrigals, anthems, motets, and larger compositions for concerted voices. *Elective for students not majoring in music. Three hours a week. Credit, 1 hour each semester.* MR. LEBARON

MUSIC 121, 122; 221, 222; etc. ORCHESTRA.

Membership in the orchestra is open to all students in the College. A limited number of instruments owned by the College are available for those students not owning their own instruments. *Elective for students not majoring in music. Two hours a week. Credit, 1 hour each semester.* MR. KILDEA

MUSIC 401-402. SURVEY OF INTERNATIONAL LITERATURE.

Acquaintance with Classic, Romantic, and Modern styles through listening and performing. *Two hours a week. Credit, 4 hours.*

MRS. CHAMBERLIN, MR. KILDEA, MR. ZIOLKOWSKI

MUSIC 411, 412. SURVEY OF SONG LITERATURE.

A survey of song development as an art form; folk song, sacred song, art-song, opera, music-drama, hearing as many examples as possible and with performing knowledge of some. *Credit, 2 hours each semester.*

MISS WINER

MUSIC 451, 452. VOCAL ENSEMBLE.

A course for solo and teaching voice majors to acquaint them with vocal techniques (tonal effects, phrasing, interpretation) of the music literature for small vocal ensembles with performing experience. *Credit, 1 or 2 hours each semester.* MISS WINER

## COURSES IN THEORETICAL MUSIC

MUSIC 101-102. SIGHT SINGING AND DICTATION.

Elementary theory; its perception and reproduction in sound, and its perception and recording. Scales, modes, intervals and rhythm. *Three hours a week. Credit, 2 hours.* MISS FARRAH

MUSIC 201-202. SIGHT SINGING AND DICTATION.

Continuation of Music 101-102. *Three hours a week. Credit, 2 hours.* MISS FARRAH

MUSIC 101-102. HARMONY.

An effort to connect fundamental concepts with the essential intuitive grasp. A survey of the various approaches to musical understanding. *Five hours a week during first semester. Three hours a week during second semester. Credit, 4 hours.* MISS STROM

MUSIC 201, 202. HARMONY, KEYBOARD HARMONY.

Tonality, its perception, its establishment and notation, melody writing and harmonization, figured bass; modulation, foreign tones, altered and augmented chords. *Credit, 3 hours each semester.* MISS STROM

MUSIC 351, 352. TONAL COUNTERPOINT.

Evolution of contrapuntal method from preceding harmonic experiences; writing in the contrapuntal forms, invention, canon, and fugue. *Credit, 3 hours each semester.* MISS STROM

MUSIC 450. ADVANCED COUNTERPOINT.

Continuation of Music 351, 352, for those with a major in composition. *Credit, 2 hours.* MISS STROM

MUSIC 401, 402. SURVEY OF THEORY.

Coordination of past theoretical study, drill in relating it to performance; its relation to music instruction. Constructive writing. *Credit, 2 hours each semester.* MISS STROM

MUSIC 301, 302. COMPOSITION.

Vocal writing. Short solo and choral settings; instrumental three-part song form and sonatina. *Two hours a week. Credit, 3 to 10 hours.* MISS STROM

MUSIC 401, 402. COMPOSITION.

This course offers opportunity for those properly qualified to complete the major in composition. Fugue in five sections, songs or compositions in smaller forms for the major instrument, a sonata form for one or more instruments, and scoring of a composition (not necessarily original) for full orchestra. *Prerequisite: Composition 301-302. Two hours a week. Credit, 3 to 5 hours each semester* MISS STROM

MUSIC 351, 352. STRUCTURAL AND HARMONIC ANALYSIS.

Homophonic and contrapuntal forms with consideration of the structural details of composition. *Credit, 2 hours each semester.*

MR. LEBARON, MR. ZIOLKOWSKI

## HISTORY OF MUSIC

MUSIC 301, 302. HISTORY OF MUSIC.

Survey of the evolution of music as an art with consideration of trends as influenced by significant forces in social, religious, and economic fields, and especially in development of the other arts. *Credit, 3 hours each semester.* MRS. CHAMBERLIN

*Note*: One hour of history and appreciation of music is given as a part of the course in History of Civilization (See History 101-102). This is an orientation course correlating musical growth with parallel developments in the principal fields of human endeavor. Acquaintance with music of all periods is made through recordings, and experience in recognition of instruments and music forms is acquired in a weekly listening laboratory. One lecture, one listening hour each week. The work carries a credit value of one semester hour and is recorded as history.

## COURSES IN TEACHER TRAINING

MUSIC 301, 302. ELEMENTARY SCHOOL MUSIC.

Methods, materials, observation, the child voice, rote song, appreciation, creative music. *Credit, 3 hours first semester, 2 hours second semester.* MISS FARRAH

MUSIC 311, 312. SCHOOL MUSIC FOR GRADE TEACHERS.

Appreciation, simplified presentation of musical essentials, sight reading, child voice, materials, value of music and its place in school curriculum. This course is designed only for A.B. Elementary majors. *Three hours a week. Credit, 2 hours each semester.* MISS FARRAH

MUSIC 352. OBSERVATION AND DIRECTED TEACHING IN ELEMENTARY SCHOOL.

Required of all teaching majors except School Music majors. *Credit, 1 hour.* MISS FARRAH

MUSIC 401, 402. OBSERVATION AND DIRECTED TEACHING IN ELEMENTARY SCHOOL.

Required of School Music majors. *Credit, 2 hours each semester.* MISS FARRAH

MUSIC 401-402. PIANO NORMAL.

The teaching of music at the piano for the beginning and elementary student. *Prerequisite: Examination IV. One lecture, class lesson, and two half-hour teaching periods a week. Credit, 4 hours.*

MRS. CHAMBERLIN

MUSIC 451, 452. HIGH SCHOOL MUSIC.

Methods, materials, appreciation, theory, and observation. This course is designed for those with a major in School Music. *Credit, 2 hours each semester.* MISS FARRAH

MUSIC 451, 452. SURVEY OF PIANO LITERATURE.

Discussions of fundamental principles in teaching, with performing experience at the piano. Elective for those taking Piano Normal 401-402. *Credit, 2 hours each semester.* MRS. CHAMBERLIN

## LANGUAGE FOR THE VOCALIST

MUSIC 101, 102. DICTION.

A study of the vocalist's problems in English and other languages. This course is required of all beginning voice students taking voice for more than one hour of credit. It is designed to save time in the private lesson. *Two hours a week. Credit, 1 hour each semester.* MISS WINER

MUSIC 301, 302. DICTION.

Analysis of vocal problems with demonstration. *Credit, 2 hours each semester.* MISS WINER

MUSIC 401, 402. DICTION.

Continuation of Diction 301, 302. *Credit, 2 hours each semester.* MISS WINER

## APPRECIATION COURSES

MUSIC 351, 352. APPRECIATION.

Constructive listening for the non-music students. *Two hours a week. Credit, 1, 2 or 3 hours.* MR. LEBARON

MUSIC 451, 452. APPRECIATION.

An elective course for the music major. *Three hours a week. Credit, 2 hours each semester.* MR. LEBARON

MUSIC 401, 402. MUSIC OF THE CHURCH.

A study of the problems of worship and worship music. *Credit, 2 hours each semester.* MR. LEBARON

# PHYSICAL SCIENCE

Professor Kennerly; Associate Professor Decker; Assistant Professor Hood.

Physical Science 101-102. Survey in the Physical Sciences.

A survey in the fields of Astronomy, Physics, Chemistry and Geology. *Two lectures and one two-hour laboratory-demonstration period a week. Credit, 6 hours.* Miss Decker, Mr. Hood, Mr. Kennerly

Physical Science 111-112. General Chemistry.

A study of the common elements and their related compounds, along with fundamental chemical laws and theories. *Two lectures and one two-hour laboratory period a week. Credit, 6 hours.* Miss Decker, Mr. Hood, Mr. Kennerly

Physical Science 201. Qualitative Analysis.

A study of the methods employed in the separation and identification of common metals and acid radicals. *Three two-hour laboratory periods a week. Credit, 3 hours.* Mr. Hood

Physical Science 202. Quantitative Analysis.

A study of the principles of quantitative procedures employed by the analytical chemist. Gravimetric and volumetric determinations are made on a number of familiar compounds. *Three two-hour laboratory periods a week. Credit, 3 hours.* Mr. Kennerly

Physical Science 231-232. Organic and Physiological Chemistry.

A course in Organic Chemistry during the first semester followed by a course in Physiological Chemistry. The carbohydrates, fats and proteins are studied as they relate themselves to the changes that take place within the body. The action of various body secretions upon these foods is given careful consideration. *Two lectures and one two-hour laboratory period a week. Credit, 6 hours.* Miss Decker

Physical Science 301-302. General Physics.

A study of the laws of machines, gravitation, electricity, etc. *Two lectures and one two-hour laboratory period a week. Credit, 6 hours.* Mr. Hood

Physical Science 340. Physics.

A course in general physics with emphasis on the practical application of physics to home appliances. Designed for students with a major in Home Economics. *Two lectures and one two-hour laboratory period a week. Credit, 3 hours.* Mr. Hood

PHYSICAL SCIENCE 360. TEXTILE CHEMISTRY.

A study of chemistry as applied to the testing and identifying of textile fabrics. Elective for students who have had Chemistry 111-112. Required of all students majoring in Retail Economics. *Two lectures and one two-hour laboratory period a week. Credit, 3 hours.*

MR. KENNERLY

PHYSICAL SCIENCE 401-402. ORGANIC CHEMISTRY.

A course for students with a major in Physical Science. *Two lectures and one two-hour laboratory period a week. Credit, 6 hours.*

MISS DECKER

PHYSICAL SCIENCE 420. ASTRONOMY.

A descriptive course in astronomy intended to familiarize the student with various aspects of the universe and solar system. Telescopic observations of celestial bodies, star charts, and diurnal paths of the sun are made. *Two lectures a week. Credit, 2 hours.* MR. KENNERLY

PHYSICAL SCIENCE 431-432. GEOLOGY.

A course in elementary geology which acquaints the student with the structure of the earth and various aspects of its formation. *One lecture and one two-hour laboratory period a week. (Not offered 1939-1940.) Credit, 4 hours.* MR. KENNERLY

PHYSICAL SCIENCE 441. QUALITATIVE ANALYSIS.

An elective course in qualitative analysis for students who have completed Physical Science 201. A further study is made of methods employed in analyses, and a number of unknown alloys are given to test skill in the separation and identification of metals contained in them. *Three two-hour laboratory periods a week. Credit, 3 hours.*

MR. HOOD

PHYSICAL SCIENCE 442. QUANTITATIVE ANALYSIS.

A course for students who have completed Physical Science 202. A number of gravimetric and volumetric analyses are made to test the student's skill in accuracy of procedure in the laboratory. The theory underlying the methods of quantitative determinations is stressed and a number of problems which might confront the average analytical chemist are given. *Three two-hour laboratory periods a week. (Not offered 1939-1940.) Credit, 3 hours.* MR. KENNERLY

# PSYCHOLOGY AND PHILOSOPHY

Professors Napier, Steckel, Vickery; Assistant Professor McGehee.

Psychology 150. Elementary Psychology.

This course includes a study of psychology and people; the background of behavior; psychological problems; observation, learning, and thinking. *Credit, 3 hours.* Mr. Napier, Miss McGehee

Psychology 200. Educational Psychology.

This course includes a study of the laws of learning, reasoning and imagining, transfer of training, factors in influencing efficiency, individual differences in intelligence, achievement and capacity. *Prerequisite: Elementary or General Psychology. Credit, 2 hours.*

Miss Steckel

Psychology 201-202. General Psychology.

Innate and acquired factors in bahavoir; motivation of behavior; individual differences and their measurement; problems of learning; personality adjustments. Scientific method illustrated with simple experiments. *Credit, 6 hours.* Mr. Napier, Miss McGehee, Miss Vickery

Psychology 211-212. General Psychology.

The reaction hypothesis, native equipment, sensation and feeling, emotion and dominant human urges, motivation and adjustment, learning, perception and attention, general intelligence and special aptitudes, personality. *Credit, 4 hours.* Mr. Napier, Miss McGehee, Miss Steckel

Psychology 250. Child Psychology.

Factors of heredity, sensory and intellectual development, personality adjustment, and the growth of thought and language. Emphasis is placed on the pre-school and the elementary school child. *Prerequisite: Elementary or General Psychology. Credit, 2 hours.* Miss Steckel

Psychology 301, 302. Experimental Psychology.

A study of laboratory technique and method with emphasis on the sensory processes and motor phenomena, for the first semester; and on problems of memory, learning, perception, and thought during the second semester. *Prerequisite: Psychology* 201-202. *Credit, 2 hours each semester.* Miss Vickery

Psychology 310. Abnormal Psychology.

Types of personality and their relation to abnormalities; amnesias; sleep; dreams; hypnosis, hallucinations; multiple personalities; neuroses and psychoses; principles of mental hygiene. *Prerequisite: Elementary or General Psychology. Credit, 2 hours.* Miss Vickery

PSYCHOLOGY 320. SOCIAL PSYCHOLOGY.

Nature and development of social behavior, response to social stimulation, language and gesture, sympathy, imitation and suggestion, social attitudes and adjustments. *Elective. Prerequisite: Elementary or General Psychology. Credit, 2 hours.* MISS MCGEHEE

PSYCHOLOGY 330. MENTAL HYGIENE.

Problems of mental health with emphasis on the period of childhood and adolescence, conditioning and inhibition, sleep, fatigue and psychoneuroses, symptoms and treatment of social maladjustments. *Prerequisite: Elementary or General Psychology. Credit, 2 hours.* MR. NAPIER

PSYCHOLOGY 340. APPLIED PSYCHOLOGY.

The psychology of dealing with people. An understanding of the individual's fundamental wants. A consideration of the factors upon which the quality of human adjustments depend. Psychology as applied to the professions of teaching, law, medicine, art; the parent-child relationship, the employer-employee relationship. *Prerequisite: Elementary or General Psychology. Credit, 2 hours.* MISS MCGEHEE

PSYCHOLOGY 350. ADOLESCENT PSYCHOLOGY.

Genetic background, survey of child development with emphasis on the pre-adolescent and adolescent periods, problems of social and educational adjustments, vocational guidance and mental hygiene as related to the adolescent boy and girl. Recommended for students who expect to become leaders of girl scouts or campfire girls, to conduct social activities in high school, to act as advisers to high school girls, or to teach in high school. *Prerequisite: General Psychology. Credit, 3 hours.*
MISS MCGEHEE, MISS VICKERY

PSYCHOLOGY 370. INTELLIGENCE TESTING.

Demonstration and practice in using the Stanford Revision of the Binet test; discussion of other revisions; use of a number of performance tests; general clinical practices; interpretation of scores; handling of cases; form or report of clinical examination and recommendations. *Prerequisite: Elementary or General Psychology. Credit, 2 hours.*
MISS VICKERY

PHILOSOPHY 440. INTRODUCTION TO PHILOSOPHY.

Meaning and scope of philosophy; its function, problems, theories, and methods. Some reading from original sources. *Credit, 3 hours.*
MISS VICKERY

PHILOSOPHY 450. MODERN PHILOSOPHY.

Brief review of the development of philosophy to the time of Bruno; study of the systems of outstanding modern philosophers with emphasis on the English and German schools. Reading from original sources. *Credit, 3 hours.* MISS VICKERY

# RELIGIOUS EDUCATION

PROFESSOR McCOY

RELIGIOUS EDUCATION 100. HARMONY OF THE GOSPELS.

This course, though continuous, may be taken in semester units. It offers opportunity for a fairly intensive study of the life of Christ using the Gospel records as a basis. *Open to all students. Juniors and seniors required to make grades of C to pass. Credit, 2 hours.* MRS. McCOY

RELIGIOUS EDUCATION 151. ORIGIN AND NATURE OF THE BIBLE.

This course includes a study of the sources from which the Bible has been developed, the processes involved in the transmission of it to the present, the significance of revisions. *Open to all students. Juniors and seniors required to make grades of C to pass. Credit, 1 hour.*
MRS. McCOY

RELIGIOUS EDUCATION 152. COMPARATIVE RELIGIONS.

A comparative course including some eight or ten major religions of the world, studied from the point of view of their founders, their contributions, and in comparison to the Christian religion. *Open to all students. Juniors and seniors required to make grades of C to pass. Credit, 1 hour.* MRS. McCOY

RELIGIOUS EDUCATION 201. THE ACTS AND THE PAULINE EPISTLES.

This course embraces a historical study of the early Church based on the Acts of the Apostles, and a study of Paul's letters which are essentially an interpretation and practical application of early Christianity. *Open to all students. Juniors and seniors required to make grade of C to pass. Credit, 2 hours.* MRS. McCOY

RELIGIOUS EDUCATION 230. SOCIAL TEACHINGS OF JESUS IN THE LIFE OF TODAY.

A careful study of the teachings of Jesus, with special reference to their application to the social problems of today. Designed to stimulate inquiry into basic difficulties in Christian living, and to arrive at some adjustment of the more contradictory elements in a true Christian philosophy of life. In addition to the basic texts, contemporary Church periodicals, secular magazines, and the daily papers are examined. *Credit, 2 hours.* MRS. McCOY

RELIGIOUS EDUCATION 300. THE MINOR PROPHETS.

Each prophecy is studied in its historical setting and from the point of view of its teaching with special reference to its message for the twentieth century. *Open to all students. Credit, 2 hours.* MRS. McCOY

RELIGIOUS EDUCATION 331. LITERARY TYPES OF THE OLD AND NEW TESTAMENT.

A course in which the study is primarily a survey of such types as law, history, short story, poetry, biography, personal and general letters, and the apocalyptic literature. (*Not offered 1939-1940.*) *Credit, 1 hour.* MRS. MCCOY

RELIGIOUS EDUCATION 332. HISTORY OF THE CHRISTIAN CHURCH.

A survey course designed to give background to the more advanced students. It begins with the end of the Apostolic Age and surveys the life and work of the early Christian fathers, the development of the Christian Church in the Middle Ages, the Protestant movement, and modern denominations. *Credit, 1 hour.* MRS. MCCOY

RELIGIOUS EDUCATION 401. THE CURRICULUM OF RELIGIOUS EDUCATION.

In this course the student is introduced to the principles of religious education, including various theories of the curriculum. The problems of instruction in religion in the family are considered. This course is of special value to Sunday School teachers and to students active in Church organizations, the Epworth League, B. S. U., Christian Endeavor, and Y.W.C.A. (*Not offered 1939-1940.*) *Credit, 2 hours.* MRS. MCCOY

RELIGIOUS EDUCATION 402. CURRENT RELIGIOUS TRENDS.

This course covers a fairly large collection of new books in the field of religion. Where definite new trends are manifest a few authorities of the past are consulted for comparison. The chief emphasis is on books of very recent issue. Offered primarily for juniors and seniors. *Open to freshmen and sophomores by permission of the instructor. Credit, 2 hours.* MRS. MCCOY

RELIGIOUS EDUCATION 421. SURVEY OF OLD TESTAMENT.

Intended for students who wish a survey of the history of the Jews from the Patriarchal through the Maccabean periods. Special study is given to the religious development of the Hebrews. *Credit, 1 hour.* MRS. MCCOY

RELIGIOUS EDUCATION 422. MODERN CHRISTIAN MISSIONS.

A history of the Missionary Movement of the nineteenth and twentieth centuries, designed to give advanced students a knowledge of the position of the Christian Church in non-Christian lands, to acquaint them with its problems and present day situations. Both sides of mooted questions are presented. *Credit, 1 hour.* MRS. MCCOY

# SECRETARIAL SCIENCE

Professor Brownfield; Associate Professor McGee*; Assistant Professor Tracey; Instructors Fraser, Bagwell**.

Secretarial Science 101-102. Elementary Shorthand.

The principles of Gregg shorthand in accordance with the principles of the functional method. *Credit, 6 hours.*

Miss Brownfield, Miss Tracey

Secretarial Science 111, 112. Elementary Typewriting.

The touch system of typewriting. Accuracy, speed, and arrangement. *Credit, 2 hours each semester.* Miss Fraser

Secretarial Science 201-202. Advanced Shorthand.

Rapid dictation and transcription. Each student is required to do some work in a college office. *Prerequisite: Secretarial Science 101-102 or the equivalent. Credit, 6 hours.* Miss Brownfield

Secretarial Science 211. Advanced Typewriting.

A continuation of Secretarial Science 111, 112. Transcription of shorthand notes. *Prerequisite: Secretarial Science 111, 112 or the equivalent. Credit, 2 hours.* Miss Fraser

Secretarial Science 221-222. Elementary Principles of Accounting.

The preparation and analysis of accounting reports. *Credit, 6 hours.*

Miss Fraser, Miss Tracey

Secretarial Science 250. Secretarial Practice.

A study of the miscellaneous duties performed by a secretary, such as supervision of correspondence, manifolding, filing and indexing, proof reading, mailing. Office ethics and etiquette. *Prerequisites: Secretarial Science 101-102 and 111, 112, or the equivalent. Credit, 2 hours.*

Miss Tracey

Secretarial Science 321-322. Elementary Principles of Accounting.

A beginning course in accountancy for four-year students. *Credit is not given for both this course and Secretarial Science 221-222. Credit, 6 hours.* Miss Fraser, Miss Tracey

Secretarial Science 330. Machine Operation.

The operation of machines used in the modern business office. *Prerequisite: Secretarial Science 211. Credit, 2 hours.* Miss McGee

*On year's leave of absence.

**Appointed for second semester.

SECRETARIAL SCIENCE 350. BUSINESS ORGANIZATION.

Types of business; internal structure and functions. The object of this course is to give a working knowledge of the business world. *Prerequisite*: *Economics 350. Credit, 3 hours.* MISS TRACEY

SECRETARIAL SCIENCE 360. BUSINESS LAW.

The law underlying business transactions. *Credit, 3 hours.*
MISS TRACEY

SECRETARIAL SCIENCE 410. ADVERTISING.

A study of the principles of advertising and their practical application. *Prerequisite*: *Economics 350. Credit, 2 hours.* MISS TRACEY

SECRETARIAL SCIENCE 420. INSURANCE.

A survey of the field of insurance. *Prerequisite*: *Economics 350. Credit, 2 hours.* MISS TRACEY

SECRETARIAL SCIENCE 430. MONEY AND BANKING.

Monetary and banking theory, followed by a history of the United States systems, with special emphasis on current practice and problems. *Prerequisite*: *Economics 350. Credit, 3 hours.* MISS TRACEY

SECRETARIAL SCIENCE 440. SALESMANSHIP.

A study of the fundamental principles of selling. *Prerequisite*: *Economics 350.* (*Not offered 1939-1940.*) *Credit, 2 hours.*
MISS TRACEY

SECRETARIAL SCIENCE 450. ADVANCED SECRETARIAL PRACTICE.

An advanced course in secretarial duties and traits for four-year students. *Prerequisites*: *Secretarial Science 201-202, 221. Credit, 3 hours.*
MISS TRACEY

SECRETARIAL SCIENCE 460. COST ACCOUNTING.

An advanced course in accounting dealing with the determination and analysis of costs of materials; processes of labor and machines; and distribution of direct and overhead costs; preparation of cost reports. *Credit, 3 hours. Prerequisite*: *Secretarial Science 321-322.*
MISS MCGEE

ECONOMICS 350. PRINCIPLES OF ECONOMICS.

*Required of four-year secretarial students. Credit, 3 hours.*
MR. MCCLOSKEY

EDUCATION 350.10. METHODS OF TEACHING SECRETARIAL SCIENCE.

(See Education 350.10.) *Credit, 3 hours.*
MISS BROWNFIELD, MISS TRACEY

English 250. Business English.

(See English 250, Department of English.) *Credit, 2 hours.*
Mr. Trumbauer

English 350. Advanced Business Writing.

(See English 350, Department of English.) *Credit, 2 hours.*
Mr. Trumbauer

Geography 360. Commercial Geography.

(See Geography 360, Department of History.) *Credit, 3 hours.*
Miss Worley

## SOCIOLOGY

Professors Brooke, McCloskey; Associate Professors Bruce, Sanders; Assistant Professor Allen; Instructor Walburn.

Requirements for a minor in Sociology are: Sociology 201 and 202, 6 hours, and Sociology 411 and 412, 6 hours; and the completion of 10 additional hours selected from the following courses—Sociology 220, 301-302, 311-312; 321, 322; 330 and 462.

Sociology 201, 202. Contemporary Problems.

An examination of the personal, social, and economic problems that command the attention of contemporary citizens. The aim is to provide a basis of study and thought that will assist the people of a democracy to live satisfactory lives. No attempt is made to develop specialized social scientists. *Required of sophomores in most of the curricula. Credit, 3 hours each semester.* Mrs. Bruce, Mr. Sanders

Sociology 210. Principles of Sociology.

This course, designed for students with majors in other fields, aims to analyze and interpret social experience and thus prepare for a more intelligent participation in social life. After viewing the origin of social experience and the nature of personality, there is a study of the organization of human experience into social institutions—the family, property, the state, the church. *Required of students with a major in home economics. Credit, 2 hours.* Miss Brooke

Sociology 220. Introduction to the Study of Rural Sociology.

A survey of the physical, economic, and social aspects of farm life. Special emphasis on the major problems growing out of rural living. *Required of students with a major in home economics. Credit, 2 hours.*
Miss Brooke

Sociology 231, 232. Introductory Sociology.

A course designed for students with a major in sociology and social

service. *Open to any student of sophomore rank. Credit, 3 hours each semester.* MISS BROOKE

SOCIOLOGY 311-312. GENERAL SOCIOLOGY.

How human society came to be what it is today—a study of communities, special groups, social change, etc. *Credit, 6 hours.* MISS BROOKE

SOCIOLOGY 321. SOCIAL WORK.

A study of the major problems of social work: poverty, desertion, non-support, delinquency, physical and mental deficiency, disease, etc. Devised for students entering social work and related professional fields. *Credit, 2 hours.* MRS. BRUCE

SOCIOLOGY 322. SOCIAL CASE WORK.

A study of the principles of social case work and of their application to the major problems of social work. Designed only for professional students in the field of social case work. *Prerequisite: Sociology 321. Credit, 2 hours.* MRS. BRUCE

SOCIOLOGY 330. THE FAMILY.

A brief sketch of the history of the family; individual relations within the family group; traits fundamental to satisfying relations; the direction of individual development through the maintenance of interesting and challenging relations within the family. *Prerequisite: Sociology 210 or equivalent. Credit, 3 hours.* MISS BROOKE

SOCIOLOGY 370. PRACTICAL EXPERIENCE IN THE USE OF THE CASE WORK METHOD IN ASSISTING INDIVIDUALS AND FAMILIES.

Emphasis on problems affecting school attendance; students acting as attendance officers for the western side of Shelby County. *Credit, 1 hour each semester.* MISS ALLEN

SOCIOLOGY 410. PRINCIPLES OF SOCIOLOGY.

A course designed for students with a major in sociology and social service. *Open to any student of junior rank. Prerequisite: Sociology 201-202. Credit, 3 hours.* MISS BROOKE

SOCIOLOGY 411. STUDY OF POPULATION.

A study of the composition and growth of population. Movements of population. Problems of population pressure. *Credit, 3 hours.* MR. SANDERS

SOCIOLOGY 412. STUDY OF SOCIAL TRENDS.

A study of present day social movements. *Credit, 3 hours.* MR. SANDERS

SOCIOLOGY 421. SOCIAL CASE WORK.

A discussion of the methods of social case work. Selected case records are examined and utilized as material for study and discussion. *Prerequisite: Sociology 321, 322. Credit, 4 hours.* MRS. BRUCE

Sociology 422. Social Case Work.

Continuation of Sociology 421 with emphasis upon social case work technique in social investigation and treatment. *Prerequisites: Sociology 321, 322, 421. Credit, 4 hours.* Mrs. Bruce

Sociology 430. Field Work in Community Organization.

*Credit, 1, 2 or 3 hours.*

Sociology 461. Community Organization.

Study of principles underlying organization of the community activities, and types of organizations. *Credit, 2 hours.* Miss Brooke

Sociology 462. Public Welfare.

A course dealing with the history, organization, and functions of public welfare. A study of selected state and county departments; the relation of public and private agencies. *Credit, 2 hours.* Mrs. Bruce

Sociology 470. Field Work.

A special field work unit is maintained by Alabama College in cooperation with the Shelby County Department of Public Welfare. Cases involving case work problems are assigned to the students under supervision. Experience is provided in an intensive practical study of individual, family, and community problems. *Credit, 2 hours each semester.*

Miss Allen, Mrs. Bruce, *Supervisors*

## ECONOMICS

Economics 301. The Development of Modern Economic Principles.

A course outlined to fit the needs of students who wish to major or minor in social science. Thirty-one principles of modern economic life are examined. *Credit, 3 hours.* Mr. McCloskey

Economics 302. Modern Economic Problems.

A study of problems involved in the application of democratic principles to modern American economic life. Problems of establishing a democratic relationship between political and economic life are emphasized. *Prerequisite: Economics 301. Credit, 3 hours.* Mr. McCloskey

Economics 350. General Principles of Economics.

A course designed to assist laymen in the study of economic principles that are of value to citizens as applied in everyday living. Particular emphasis is placed on the principles of distribution and consumption. *Credit, 3 hours.* Mr. McCloskey

Economics 360. Economics of Social Planning.

An advanced course examining the work of various local, state, national and international planning groups. *Prerequisites: Economics 301 and 302 or Economics 350. Credit, 3 hours.* Mr. McCloskey

# SPEECH

Professors Gould, Trumbauer, Vaughan; Assistant Professor Henning; Instructors Landmark, Rennie; Assistant In College Theatre, Hewell.

Speech 101-102. Principles of Speech.

A beginning course in the fundamentals of speech. The first semester is devoted to a study of and drills in phonetics, diction, and voice development. The second semester emphasizes speech composition and platform technique for the public speaking situation. *Required of speech majors. Credit, 6 hours.* Mr. Henning

Speech 141-142. Principles of Speech.

A related course to English 101-102, designed to complete the basic training of the college student in use of the mother tongue. *Credit,* 2 *hours.* Mr. Henning, Miss Landmark, Miss Rennie

Speech 200. Make-Up.

Practical laboratory work and demonstration of straight and character make-up. *Credit,* 1 *hour.* Miss Gould

Speech 210. Principles of Speech.

A fundamental course in speech education designed for the particular needs of those with a major in other departments. *Credit,* 2 *hours.* Miss Rennie

Speech 211. Acting.

Pantomime and elementary technique of acting. Correlation of class work with practical technical work in plays. *Credit,* 3 *hours.* Miss Gould, Miss Rennie

Speech 212. Story Telling.

The technique and art of telling stories with practical application in the grade schools. *Credit,* 3 *hours.* Miss Gould

Speech 220. Principles and Development of The Drama.

*Speech majors may substitute this course for English* 202. *Credit,* 3 *hours.* Mr. Trumbauer

Speech 230. Debate.

Theory and practice of argumentation and debate. Phrasing the proposition, analyzing, outlining, reasoning, evidence, principles of persuasion, and discussional method. *Credit,* 2 *hours.* Mr. Henning

Speech 240. Advanced Make-Up.

*Credit,* 2 *hours.* Miss Gould

SPEECH 250. INTERPRETATION.

A study of the technique involved in the expression of thought vocally. *Credit, 2 hours.* MISS GOULD, MISS RENNIE

SPEECH 301, 302. ADVANCED INTERPRETATION.

Group work similar to platform reading. *Credit, 1 or 2 hours each semester.* MISS GOULD

SPEECH 310. PARLIAMENTARY LAW.

Parliamentary drill and procedure. *Credit, 1 hour.* MR. VAUGHAN

SPEECH 311. ADVANCED ACTING.

*Not open to freshmen. Credit, 2 hours.* MISS GOULD

SPEECH 320. RADIO.

Radio writing, speaking, and program building. *Credit, 2 hours.* MISS LANDMARK

SPEECH 340. PRINCIPLES OF SPEECH FOR TEACHERS IN ELEMENTARY GRADES.

Personal speech training for the teacher, and methods of improving and developing the speech of the grade school pupil. Class lectures, collateral readings, and talks and readings by members of the class. Special attention to methods of correcting defective speech in children. *Credit, 3 hours.* MR. HENNING

SPEECH 350. STAGECRAFT.

The functions of stage setting; procedure in mounting a play; lighting; scene construction; practical application. *Credit, 2 hours.* MISS GOULD, MR. TRUMBAUER

SPEECH 350.9. METHODS OF TEACHING SPEECH.

(See Education 350.9) *Credit, 3 hours.* MISS GOULD, MR. HENNING

SPEECH 370. PAGEANTRY.

A study of the art of pageantry, its organization and production. *Offered alternate years. Credit, 2 hours.* MISS GOULD

SPEECH 371-372. SPEECH REHABILITATION.

A special study of the etiology and symptomatology of defective speech, with diagnostic techniques and methods of remedial procedure. Each student will be required to do 36 hours of practical clinical work with speech defectives under supervision. *Required of speech majors. Credit, 4 hours.* MR. HENNING

SPEECH 382. AUDITORIUM.

A course designed to meet the needs of the auditorium teacher. Study of the way schools use the hour; helps, suggestions, and bibliography for

practical application. *Offered alternate years.* (*Not offered 1939-1940.*) *Credit, 2 hours.* Miss Gould

Speech 390. Interpretation.

Small group instruction. *Credit, 1 hour.* Miss Gould, Miss Rennie

Speech 400. Speech Survey.

Designed for seniors who have need of some general work in this department. *Credit, 2 hours.* Miss Gould

Speech 411, 412. Acting.

*Not open to freshmen. Credit, 1 or 2 hours each semester.*
Miss Gould, Mr. Trumbauer

Speech 470. Play Directing.

Applying principles of acting from the production side. Coaching of at least one play with constructive criticism on the production. *Credit, 2 hours.* Miss Gould, Mr. Trumbauer

Speech 121, 122; 221, 222; 321, 322; 421, 422. Individual Instruction.

A course designed for personal development and platform reading. *One thirty-minute lesson a week: Credit 1 hour each semester. Two thirty-minute lessons a week: Credit, 2 hours each semester.* (See Speech Fees.) Miss Gould, Miss Rennie

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*Speech Clinic.* Clinical work in the correction of speech defects under the guidance of an instructor trained in the field of speech correction is available to all students of the college. Corrective work is offered in stuttering, lisping, and allied sound substitutions, and in other major speech difficulties. Voice recording, corrective exercises, and individual attention are provided for all who enroll. A small fee is charged. No credit is given toward graduation.

*Recitals, Group Experience.* Each student in speech appears in recital, thus making practical use of the class and individual instruction in methods of pleasing and holding an audience, and also gaining confidence for later public appearances. In addition to the general recitals, juniors give a joint spring recital, and each senior appears in an individual, full evening program. Group experience is provided by the Speech Chorus, membership in which requires a good voice and interpretative ability. Students interested in the theatre may participate in the Play Workshop, where original plays, skits and unpublished material are presented. The College Theatre offers talented students the experience of practical application of theory, technique and practice in speech.

# THE SUMMER SCHOOL

## ANNOUNCEMENTS FOR 1939

M. L. Orr, Ph.D., *Director*

First Term.....June 12-July 19

Second Term.....July 20-August 23

### COURSES OFFERED

Work will be offered in approved regular college courses leading toward a degree, and for the issuance, continuance, extension, and renewal of teachers certificates.

Special courses will be given in home economics, physical education, music, art, sociology, social work, and speech.

### PROGRESSIVE EDUCATION SUMMER PROGRAM

The College will again conduct a Summer Program in Progressive Education. This work will center in:

The Demonstration High School.

The Demonstration Elementary School.

Six semester hours of college credit in education may be earned in this program.

Several Curriculum courses will be offered.

### HIGH SCHOOL COURSES

Credit may be earned in certain high school subjects in both terms of the summer session.

### SPECIAL CONFERENCES

Features of the summer schedule include the Career Conference for high school girls, the Alabama Writers' Conclave, and the School of Instruction for Vocational Home Economics Teachers.

For detailed information as to Summer School arrangements, including courses of study and expense, a copy of the Summer School Bulletin should be requested of the Director.

# PART FOUR

## REGISTER OF STUDENTS 1938-1939

### SENIOR CLASS

| | |
|---|---|
| Abrams, Helen Mayfield | Eutaw |
| Agee, Eugenie | Monroeville |
| Aldridge, Bernice Irene | Route 4, Boaz |
| Anderson, Allie Rebecca | Seale |
| Andrews, Annie Corinne | 4004 4th Ave., S., Birmingham |
| Archibald, Bettie | Evergreen |
| Barnes, Virginia W. | Eutaw |
| Beck, Martha Edith | 983 Hightower, Sylacauga |
| Bishop, Lavinia | Comer |
| Black, Marjorie | Geneva |
| Blankenship, Gloice Martelle | Weogufka |
| Bliss, Dorothy Donald | 5405 7th Court, S., Birmingham |
| Brunson, Mary Nell | Route 2, Greenville |
| Bryan, Thelma | Louisville |
| Burge, Bayless | Kimbrough |
| Butler, Anne Amerine | 309 Church St., Greenville |
| Butler, Tina Inez | Route 1, Dozier |
| Carpenter, Fairye | McKenzie |
| Carpenter, Harriet | McKenzie |
| Christenberry, Marie | Stewart |
| Clardy, Hazel | Lineville |
| Cole, Ann Louise | Attalla |
| Condon, Doris | Opelika |
| Cooley, Lola Ruth | 310 E. Burdeshaw St., Dothan |
| Cotton, Vivian Serena | Chatom |
| Cowart, Sue | Reform |
| Cumby, Sadye Evelyn | Route 1, Quinton |
| Dabbs, Gladys Howton | Route 5, Bessemer |
| Davidson, Tennie | Cordova |
| Davis, Edith Hall | 3724 Avenue Q, C. P., Birmingham |
| Davis, Jane | 427 Johnston St., Decatur |
| DeBusk, Ella Elizabeth | Rogersville |
| DeMent, Freida Ostelle | Boothton |
| Dewberry, Mildred | 2906½ Bay-to-Bay Blvd., Tampa, Florida |
| Dixon, Hilda Adelle | Elba |
| Douglas, Frances Belle | 918 S. Lawrence St., Montgomery |
| Dowling, Loyall | 1121 4th Ave., Gadsden |
| Drinkard, Dorothy Belle | Falkville |

Fagan, Amy Frances—Piedmont
Farr, Jennie Lee—740 Cotton Ave., Birmingham
Flournoy, Annette—Louisville
Ford, Mary Elizabeth—Alexander City
Funchess, Kathleen—203 Woodward Ave., Montgomery
Gaines, Martha Evelyn—Route 2, Attalla
Gardner, Elizabeth—Coleanor
Gardner, Mary Nell—Montevallo
Garrett, Cleda Evelyn—Bay Minette
Garrett, Eloise—Brewton
Garrison, Hattie Estelle—Yantley
Gibson, Emily Opal—Cullman
Godbey, Annie Myrle—508 N. 40th St., Birmingham
Gray, Elsa Lorene—Hanceville
Green, Frances Anne—409 Sherman St., Decatur
Grisham, Louise Evelyn—Rogersville
Hardenbergh, Mary Boyd—Greensboro
Hardwick, Phoebe Janet—Pell City
Harrison, Ruth Elizabeth—Frisco City
Haslam, Margaret Hannah—Piedmont
Hill, Frances—Thomasville
Hodges, Dora May—Guntersville
Hodnett, Fannie—Tuskegee
Hollis, Sarah Louise—Mitchell Dam
Holmes, Alline—Talladega
Howell, Carmen Edwina—Reform
Howell, Mary Stewart—Box 373, Anniston
Hubbard, Eleanor—825 Quintard Ave., Anniston
Humphrey, Elizabeth Ann—428 Johnston St., Decatur
Ivey, Eunice—Route 1, Webb
Jenkins, Jean Garden—400 Cliff Place, Birmingham
Joyce, Ruth Ellen—1221 N. 22d St., Birmingham
Kendrick, Eleanor—Luverne
Kirksey, Mary Modeska—Aliceville
Kulp, Katherine Elizabeth—4320 Court R, Birmingham
Lansdon, Josephine—Highland Home
Lazenby, Sara—Forest Home
LeVert, Alice Blanche—Sprott
Lucas, Louise—Route 1, Montevallo
Lyon, Edwina—Route 1, Tyler
McCoy, Mary Eleanor—LaFayette
McCutcheon, Violet—Route 1, Adamsville
McKemie, Nell Wood—3319 Bessemer Blvd, Birmingham
Martin, Evelyn—Route 1, Calera
Martin, Ola—Greensboro

| | |
|---|---|
| Mims, Evelyn Louise | LaFayette |
| Moon, Martha Wellborn | Flat Creek |
| Moore, Katie Belle | Marion Junction |
| Moore, Virginia Corrine | Wilton |
| Morgan, Juanita | Albertville |
| Morris, Ruby Alene | Route 2, Blountsville |
| Myrick, Virgil Thornhill | Deatsville |
| Nicholas, Minnie Elizabeth | Jay, Florida |
| Niven, Jeanette | Columbiana |
| Nunnelley, Reba | Ranburne |
| Oliver, Marinelle | Shawmut |
| Palmer, Ida Grace | Florala |
| Phagan, Louise | 2220 Christine Ave., Anniston |
| Phillips, Imojene Kingsbury | 629 Union St., Selma |
| Pittman, Sarah Elizabeth | Dixon's Mills |
| Rice, Mabel Ruth | 508 Cloverdale Rd., Montgomery |
| Roberts, Nedra | Route 1, Horton |
| Robins, Grace | 4400 Parkway, Fairfield |
| Ross, Grace Lucile | 405 Kerens Ave., Elkins, W. Va. |
| Russell, Faith Lamar | 1031 52d Place, N., Birmingham |
| Schroeter, Marie Lillian | 224 Chestnut St., Gadsden |
| Sharpe, Imogene | Piedmont |
| Sigler, Anne Laure | Tuskegee |
| Smith, Rebecca Pearl | Route 3, Eutaw |
| Stanford, Vivian | Route 2, Lineville |
| Strain, Georgia Rea | Alexander City |
| Thomas, Mary Ellen | Prattville |
| Tillman, Dorothy Maye | Clio |
| Timmerman, Margaret | Tallassee |
| Trueman, Frances McDaniel | 4308 7th Ave., S., Birmingham |
| Tucker, Shirley | 712 Atlanta Ave., Sheffield |
| Turner, Maggie Bell | Roanoke |
| Upchurch, Pattie Gardner | Route 1, Box 113-A, Montgomery |
| Veal, Dema L. | Wedowee |
| Waller, Jane | Grand Bay |
| Ware, Clara | Roanoke |
| Watson, Jean | Georgiana |
| Weaver, Edna | Brewton |
| Weaver, Ruth | Brewton |
| Weed, Sara Mac | Ariton |
| Williams, Eleanor Kathleen | 1425 4th Terrace, W., Birmingham |
| Woodfin, Lorraine | Deatsville |
| Wynn, Augusta | Ashland |
| Yeager, Annie Louise | 2707 Garrison St., Birmingham |

# JUNIOR CLASS

| | |
|---|---|
| Abercrombie, Grace | Petrey |
| Abney, Flora-Jane | Maplesville |
| Agee, Margaret | Lamison |
| Alison, Mary | Route 1, Minter |
| Atkinson, Lorena | Newton |
| Avera, Alise Edna | 410 S. St. Marks Ave., Chattanooga, Tenn. |
| Baker, Carolyn White | 2823 Avenue G, Ensley |
| Baker, Elizabeth Eleanor | 1801 Alabama Ave., Selma |
| Baker, Mary Carson | Talladega |
| Baldwin, Josephine | Box 829, Andalusia |
| Barnes, Olive Winston | Eutaw |
| Belk, Mary | Talladega |
| Berry, Carolyn | 924 26th St., S., Birmingham |
| Booker, Doris Faye | 810 S. 14th St., Bessemer |
| Boutwell, Virginia | 264 St. Joseph St., Mobile |
| Bradford, Marion Keith | Hollywood |
| Branscombe, Forrest | Union Springs |
| Brown, Marjorie Birleen | Oneonta |
| Bynum, Bernice | Cleveland |
| Caine, Anna Louise | Athens |
| Camp, Geraldine | Decatur |
| Caraway, Helen Louise | Cordova |
| Carlisle, Eloise | Leeds |
| Causey, Yvette | Route 1, Oneonta |
| Chapman, Agnes | New Market |
| Christenberry, Sara Martha | 128 Alabama Ave., Selma |
| Clotfelter, Mildred Elizabeth | 1308 4th Ave., W., Birmingham |
| Cobb, Robbie Lee | Ashville |
| Cockrell, Mary Carolyn | Double Springs |
| Coffman, Imogene | Lawrenceburg, Tenn. |
| Corbin, Martha Mae | Ragland |
| Corcoran, Kate | Uniontown |
| Cowan, Bertha Doris | Route 1, Tanner |
| Creel, Mary Estelle | Route 2, Bessemer |
| Croley, Frances | Daviston |
| Crosthwaite, Mary Elizabeth | Moulton |
| Dalsace, Aline Francoise | 31 Rue St. Guillaume, Paris, France |
| Dauphin, Frances Rebecca | Andalusia |
| Day, Carolyn | Alexander City |
| Deason, Ozelle | Billingsley |
| DeBardeleben, Margaret | Lowndesboro |
| Dees, Edith | 145 Florence Place, Mobile |
| Denney, Marguerite | Wadley |
| Denson, Myrtis Abney | Jemison |

DeShazo, Mary Cobb—Montevallo
Diamond, Mary Louise—518 15th St., S. W., Birmingham
Eich, Catherine—Ft. Davis
England, Miriam—Lincoln
Favor, Naomi—600 Washington, Selma
Feagin, Doris—Enterprise
Florey, Marion—Perdue Hill
Garrett, Laura Lou—Calera
Gause, Louise—213 Highland Ave., Dothan
Goodwyn, Elaine—Sipsey
Gorum, Mittie—Route 1, McKenzie
Green, Eva Catherine—4122 Beech St., C.P., Birmingham
Gunn, Frances—143 Elmer St., Biloxi, Miss.
Hagood, Elise Erle—Lowndesboro
Harrison, Virginia—Montevallo
Hays, Edna Lucile—Ashville
Henning, Ethel—Montevallo
Hermann, Norma—403 Valley Rd., Fairfield
Herrington, Mary Steele—408 Alabama Ave., Selma
Howell, Macie—Nauvoo
Howell, Viola Elizabeth—Haleyville
Howle, Gertrude—Graham
Hubbard, Cleophus—Renfroe
Ingram, Virginia—Opelika
Johns, Mary Greene—Haleyville
Jones, Ruby Charles—606 Heyman St., West Point, Ga.
Keelyn, Amanda—Talladega
Kellam, Marabeth—1506½ S. 14th St., Birmingham
Kim, Kapsoon—153-3 3d Myungyoonchung, Seoul, Korea
Krudop, Anna Dortha—461 Monroe St., Mobile
Lantz, Sylvia—1205 N. 26th St., Birmingham
Lazenby, Vandalyn—Forest Home
Letson, Jean—Columbiana
Lewis, Helen Young—Sweet Water
Lewis, Marycile—Sweet Water
Lowder, Elizabeth—Cortelyou
Lucas, Jerrene—Langsdale
McBride, Elsie—Route 3, Bessemer
McDonald, Lucie—1040 43d St., Birmingham
McKinnon, Alice Dickson—9 Edgewood, Selma
McLeod, Dorothy—Camden
Macon, Helen Grace—Citronelle
Macon, Welcome—Citronelle
Malone, Mary Ann—Cherokee
Methvin, Celia—Roanoke

Miller, Mary Frances ..... Ashland
Mitchell, Helen ..... 8109 Rugby Ave., Birmingham
Moore, Ida Wilburn ..... Havana
Moore, Maoma ..... 735 Cotton Ave., Birmingham
Moore, Mary Helen ..... Dozier
Moorer, Birdie Margaret ..... Georgiana
Morrow, Hazel Lee ..... 5307 Georgia Rd., Birmingham
Nettles, Mildred ..... Arlington
Nixon, Mildred ..... Goshen
O'Daniel, Annie Jean ..... 1604 N. 17th St., Birmingham
Orr, Marie ..... Montevallo
Page, Frances ..... Opp
Palmer, Amand ..... Eutaw
Paulk, Annie Mae ..... Route 2, Union Springs
Payne, Mary Emily ..... Greensboro
Peck, Barbara ..... Hartselle
Peck, Elouise ..... 6816 1st Ave., S., Birmingham
Pentecost, Mary Ellen ..... 930 Forrest Ave., Gadsden
Pitman, Jane ..... 421 Randolph St., Huntsville
Ponder, Lila Belle ..... Route 2, Hanceville
Prater, Fay ..... Millport
Pratt, Emily Lucille ..... 4704 Carnegie Ave., Fairfield
Preuit, Ellen ..... Town Creek
Raney, Mary Jo ..... Scottsboro
Ravencroft, Mary Elizabeth ..... Union Springs
Reed, Margaret Whitlock ..... Centre
Rheay, Mary Louise ..... 432 Delmont Drive, N.E., Atlanta, Ga.
Robinson, Carolyn ..... 101 Howard St., Plant City, Fla.
Russell, Lillian ..... Gaylesville
Scarbrough, Frances ..... Eastaboga
Sewell, Sara ..... Murry Cross
Sheffield, Lois Anita ..... 421 Pettus St., Selma
Shore, Sara Esther ..... Mitre 855, Avellaneda, Buenos Aires, Argentina
Sims, Barbara ..... 922 Dartmouth St., Chattanooga, Tenn.
Smith, Edith Eugenia ..... 853 Church St., Mobile
Smith, Myra Jean ..... Slocomb
Stamps, Martha Lee ..... Georgiana
Stanley, Elizabeth ..... 3204 Avenue E, Ensley
Stephenson, Grace ..... Route 1, Arley
Stier, Eleanora ..... 2217 Highland Ave., Birmingham
Stokes, Mattie Lucy ..... Jackson
Tapia, Flidera ..... Route 1, Crichton
Terry, Martha ..... Greensboro
Thomas, Iris Dudley ..... 419 S. 80th St., Birmingham
Thomas, Louisa Amanda ..... 1620 15th Court, N., Birmingham
Thomason, Kathryn ..... Hightower

Thompson, Ava Lurline—Route 3, Goodwater
Underwood, Rebecca—7830 3d Ave., S., Birmingham
Varner, Mary Virginia—4133 Court S, Birmingham
Waddell, Iona—Dothan
Ward, Madie Belle—Montevallo
Ware, Lilly Ann—17 Park Ave., Mobile
Weaver, Helen—1107 Walnut St., Gadsden
Weed, Margaret—Ariton
Wells, Sharleen Lucille—Hendersonville, N. C.
Wesson, Mary Jo—Lanett
Williams, Willie Frances—Greenville
Wills, Anne—Montevallo
Wilson, Gulmer—Montevallo
Wood, Martha—Sayreton
Woolley, Reesie Mae—Montevallo
Wyatt, Eva Love—339 Jackson, Decatur
Wyatt, Mary Nell—Georgiana
Young, Elizabeth—Geraldine
Youngblood, Margaret Burton—Route 1, Montevallo

## SOPHOMORE CLASS

Anderson, Marigem—Livingston
Andrews, Alberta—Louisville
Arant, Joan—Wetumpka
Atchison, Dorothy Marguerite—4145 N. 40th Court, Birmingham
Avery, Veda—Red Bay
Balch, Helen Hope—1639 8th Ave., W., Birmingham
Barclift, Sara Allie—1218 S. 20th St., Birmingham
Barnes, Elizabeth—Eutaw
Benton, Elzie Elizabeth—300 4th Ave., W., Birmingham
Bishop, Bonnie Lee—Irvington
Bottoms, Willie Maude—Gadsden
Brabston, Marjorie Anne—3120 11th Ave., N., Birmingham
Brassell, Muriel—Route 2, Montgomery
Bratcher, Emily Christine—Georgiana
Brown, Mary Opal—Cullman
Brown, Zelma Jewell—Gordo
Burson, Elizabeth—Furman
Bush, Rachel Wright—Route 5, Bessemer
Canon, Ann Johnson—Opelika
Carr, Leonora Mae—Castleberry
Chandler, Lucy Evelyn—1604 42d St., Birmingham
Chapman, Mary Sue—Grove Hill
Coleman, Lorraine—Walker Springs

Collins, Tomye Jane — 5532 1st Ave., S., Birmingham
Compton, Mary Lynn — Route 3, Hanceville
Conley, Frances — Enterprise
Cook, Margaret — 1656 Joseph St., New Orleans, La.
Corr, Nancy — 219 Lapsley St., Selma
Corsbie, Kathleen — Phil Campbell
Cowan, Mary Freda — Route 1, Tanner
Cox, Hazel — Deatsville
Crocker, Myra Louise — Route 1, Thomaston
Culpepper, Margeurite — Route 4, Cullman
Davis, Martha Ward — 212 S. Lincoln St., Huntsville
Davis, Mittie Augusta — 128 South St., Mobile
Day, Frances Irene — Ashland
Deal, Retha Anne — 205 S. 9th St., Gadsden
Deas, Erin Lois — Coffeeville
DeSear, Roberta — Montevallo
Dismukes, Audrey Dix — Prattville
Dismukes, Mittie Byrd — Route 2, Elmore
Donahoo, Harriette — 1632 Berkley Ave., Bessemer
Dunn, Dorothy Nettles — Camden
Durant, Laura Ella — Uriah
Edwards, Mary Sue — Route 1, Selma
Ellenburg, Grace — 1624 Rocky Hollow Rd., Anniston
Evans, Margaret — Longview
Ezzell, Susie Eliza — Abbeville
Farr, Jean — Alexander City
French, Mozelle — Route 1, Horton
Fuller, Gladys — New Brockton
Fuller, Nell — LaFayette
Galloway, Von — Frisco City
Garrison, Mary Alma — Yantley
Gay, Sara Kathryn — Ashland
Gibbons, Margaret Jenkins — 23 South St., Montgomery
Gibson, Alma Louise — Lineville
Gilbert, Dorothy Jean — Montevallo
Glass, Margaret Ann — Linden
Gleaton, Naomi — Marion
Goode, Goetna — 430 S. 10th St., Gadsden
Gowan, Ruth — Clanton
Green, Willanise — McCullough
Griffin, Nancy Elizabeth — Falkville
Gulledge, Elizabeth — Tallassee
Hale, Mabelle Pritchette — Pine Apple
Hall, Alice Teresa — 114 2d Ave., Huntsville
Hall, Mary Beall — Box 155, Dothan

Harris, Alise ..... 15349 Mark Twain, Detroit, Mich.
Harris, Helen Foster ..... Georgiana
Harrison, Mary Kathleen ..... Route 2, Decatur
Henson, Martha Paralee ..... Jemison
Hewell, Sara Janette ..... 116 DeMouy Ave., Mobile
Hines, Von Ceil ..... Excel
Hixon, Mildred ..... Banks
Hocutt, Mae Pearl ..... Route 1, Berry
Hodge, Frances ..... Wadley
Hodges, Carrie Jean ..... Hamilton
Horne, Louise ..... Route 2, Ashland
Horton, Louise ..... Route 1, Bessemer
Howard, Bettie Hardin ..... Tuskegee
Howell, Mary Scott ..... Greensboro
Hughes, Marian Louise ..... 1016 Forest Ave., Gadsden
Jackson, Opal ..... West Blocton
Johnston, Frances Duncan ..... Chapman
Johnston, Lois Merle ..... Andalusia
Jones, Annie Eloise ..... Frisco City
Jones, Ellen Bonner ..... Camden
Jones, Frances Elizabeth ..... Cottonwood
Jones, Grace Louise ..... 5126 E. Clinton, Huntsville
Jones, Kate Eileen ..... Evergreen
Jones, Katherine Elise ..... Tracy City, Tenn.
Jones, Laura Frances ..... 2706 34th Ave., N., Birmingham
Jones, Lillian Naomi ..... Valley Head
Jones, Margie Nell ..... Clanton
Jones, Mary Lee ..... Siluria
Jordan, Betty ..... 5316 7th Court, S., Birmingham
Kade, Jean Marie ..... 321 Park Ave., Sheboygan, Wis.
Kerby, Mary Sue ..... 555 S. 55th St., Birmingham
Killingsworth, Celia ..... 10 Arlington Rd., Montgomery
Kincey, Truly Elizabeth ..... 406 Lauderdale St., Selma
Knight, Mallie Vesta ..... 1528 N. 15th Ave., Birmingham
Laatsch, Louise ..... 7512 1st Ave., S., Birmingham
Landers, Sara Ware ..... 117 White St., Huntsville
Lane, Mary Rebecca ..... Roanoke
Lawson, Helen Elvie ..... Talladega
Lewis, Mildred ..... Sweet Water
Littleton, Esther Mareen ..... Adamsville
Longshore, Abby ..... Route 1, Roanoke
Lowry, Eula Grace ..... Sunny South
McAdams, Claudine ..... Millport
McAllister, Dorothy ..... 450 Eustis St., Huntsville
McAllister, Margaret Hale ..... 309 Michigan Ave., Mobile

McCarn, Mary Elizabeth — Brilliant
McCool, Mary Kathryn — 2009 Arlington Ave., Bessemer
McCool, Pauline Augusta — 2009 Arlington Ave., Bessemer
McCreary, Wilsie — Evergreen
McGowin, Helen — Jackson
McInish, Annie Loys — Route 4, Dothan
McKemie, Marjorie — 3319 Bessemer Blvd., Birmingham
McPhail, Mattie Lou — Florala
Mann, Charlotte — Alexander City
Marshall, Sally — Orrville
Martin, Annie Virginia — West Blocton
Martin, Eloise — Gordo
Mayfield, Aileen — 109 E. Fulton St., Canton, Miss.
Mayhall, Evelyne — Elkmont
Mays, Anne Carolyn — Chipley, Fla.
Metcalf, Martha Louise — Hartford
Mills, Mary Dent — Evergreen
Mims, Alice Elizabeth — Mims Court, Huntsville
Mims, Frances — Thorsby
Minter, Kathryn — Camp Hill
Mitchell, Clarice — Route 1, Dora
Moates, Nell — Enterprise
Moncrief, Ellen Virginia — Prattville
Moody, Sarah Jane — Larkinsville
Moore, Claudia — Marion Junction
Moore, Mary Ellen — Route 4, Dothan
Morgan, Evelyn — Frisco City
Morgan, June Elaine — Route 4, Bessemer
Morgan, Mary Louise — Route 4, Elba
Morrisette, Louise Fowlkes — Greensboro
Mosley, Ila Edithe — Dadeville
Motes, Anita — Sylacauga
Motley, Marilyn — Route 2, Wadley
Mullen, Emmie Delle — Talladega
Munroe, Kathryn — Talladega
Noblin, Gertha Mae — Route 2, Coffee Springs
Northington, Mary Ruth — Detroit
Norton, Frances — Center
Owen, Jane — Dadeville
Owens, Bennie Frank — Ashford
Palmer, Margaret — Midland City
Pearce, Leola Elizabeth — Eutaw
Peterson, Mary Margaret — Whistler
Phillips, Alma Maxine — 2509 15th St., Birmingham
Plaxco, Margaret Frances — Russellville

Porter, Mary Kelly—331 Main St., New Albany, Miss.
Porter, Mary Louise—West Beach, Gulfport, Miss.
Priester, Minnie Agnes—302 Franklin St., Selma
Pruitt, Mary Carolyn—Pine Hill
Pullen, Mildred—Route 3, Bowdon, Ga.
Raborn, Thelma Carolyn—Andalusia
Reddoch, Margaret—Luverne
Reid, Frances—Montevallo
Reynolds, Elizabeth Harper—50 Lamar Ave., Selma
Richardson, Willie Hillary—Route 1, Eutaw
Riley, Johnnie—Jasper
Risher, Virginia Louise—Tyler
Riviere, Rosalyn—4301 8th Ave., Wylam
Robbins, Allee Courtney—2800 S. 16th Place, Birmingham
Roberts, Ruth Elizabeth—Auburn
Robinson, Stella Mae—Route 1, Gardendale
Rogers, Mary Frances—Route 3, Columbia
Salter, Erma Louise—Route 5, Bessemer
Sawyer, Emily Arline—Clanton
Scholl, Faundelle Christison—1012 Chestnut St., Gadsden
Scott, Annie Lucille—Longview
Sellers, Mary Flynn—Letohatchee
Sewell, Dorothy—129 Chatillon Rd., Rome, Ga.
Sexton, Frances—Maplesville
Sims, Margaret Wood—Centre
Sims, Sara Grace—Beatrice
Sitz, Mary Louise—1031 Pine St., Gadsden
Skelton, Mabeth—Duncanville
Skinner, Daisy Alice—612 Alabama Ave., Selma
Smith, Doris Virginia—111 S. Franklin, Mobile
Smith, Julia Mac—Daleville
Smith, Lois Anne—Tallassee
Smith, Lola—318 Haralson Ave., Gadsden
Smith, Martha Louise—Florala
Smith, Sara Carmichael—Prattville
Smith, Virginia Ann—Lineville
Snow, Mildred Elizabeth—Parrish
Stallworth, Margaret—Thomaston
Stanton, Sarah Marion—Sylacauga
Starnes, Frances Joy—Eufaula
Sterne, Mary Henrietta—315 E. 7th St., Anniston
Studdard, Sarah Evelyn—Brilliant
Swift, Irene—607 S. 10th St., Gadsden
Taylor, Doris Lett—7220 3d Ave., N., Birmingham
Thompson, Ada Eleen—1223½ Cotton Ave., Birmingham

Thompson, Martha — Route 2, Mobile
Tillman, Edna Earle — Route 3, Ariton
Turner, Lowrey — Bladon Springs
Turnipseed, Katherine — Mt. Vernon
Upchurch, Eleanor — 40 Cloverdale Park, Montgomery
Vaughn, Nancy — 1436 Tuscaloosa Ave., Birmingham
Ventress, Evelyn — Clayton
Vinson, Eloise — Route 3, Louisville
Waddell, Mary Cathleene — Rogersville
Wallace, Alice Louise — Hope Hull
Walters, Fay — Route 1, Siluria
Ware, Mary Bradford — Uniontown
Watt, Helen — Forest Home
Weaver, Lucile — Brewton
Weed, Sarah Helen — Ariton
Weems, Nancy — Montevallo
Wells, Dorothy — 7513 1st Ave., S., Birmingham
Wiggins, Bertie Olivia — Monroeville
Williams, Anna Ruth — Frisco City
Williams, Leverne — Thomasville
Woods, Frances Orlean — Sulligent
Woods, May Lyman — Fort Mill, S. C.
Woodward, June — Talladega
Wooten, Nell Louise — Reform
Wright, Helen Raamah — 1201 Hickory St., Gadsden

## FRESHMAN CLASS

Aaron, Willie Jeanne — Cordova
Airheart, Frances Ruth — Scottsboro
Albright, Anita Sitz — Union Springs
Alexander, Ruth — Route 2, Gadsden
Alexander, Willie Jo — 603 S. 12th St., Gadsden
Alford, Rose Mildred — 1602 Alabama Ave., Gadsden
Alison, Evelyn Lee — Minter
Alison, Frances Gowen — Route 1, Minter
Allen, Dorothy Marie — Route 6, Box 126A, Birmingham
Allen, Ethel Gregg — Sweet Water
Allen, Margaret Spraggins — 210 Mississippi Ave., Bogalusa, La.
Anderson, Doris — Route 3, Gadsden
Anderson, Emma Amelia — Seale
Appleton, Jeanne Marie — Montevallo
Argo, Lucile Adair — 825 Cotton Ave., Birmingham
Arnold, Mabel Elizabeth — Georgiana
Austin, Mary Katherine — 4119 Terrace S, Birmingham

Bailey, Yancey Christine ..... Opelika
Baker, Emily Whitson ..... Talladega
Baker, Harriet Jean ..... Jasper
Baker, Sarah Fitzpatrick ..... Talladega
Ball, Nina Earle ..... Carrollton
Bayer, Jeanie Huldah ..... Eutaw
Bean, Sara Polk ..... 4119 Avenue R, Birmingham
Beddow, Mary Frances ..... 1857 43rd St., Birmingham
Beeland, Rebecca ..... Greenville
Bendall, Mary Nettie ..... Russellville
Berrey, Katherine Virginia ..... 161 Mohawk St., Mobile
Bishop, Hilda Jane ..... Lincoln
Bishop, Sarah Sue ..... Lincoln
Blair, Emily Elizabeth ..... Clayton
Bonner, Ezelle ..... Route 2, Vinemont
Bowden, Margaret Nettles ..... Monroeville
Boykin, Virginia ..... 1219 Selma St., Mobile
Bozeman, Mary Ann ..... Longview
Bozenhard, Patricia Ann ..... Wellington Rd., Birmingham
Bradford, Betty ..... Atmore
Breeden, Attice Ruth ..... 804 Walnut St., Gadsden
Brislin, Mary McKenzie ..... Atmore
Brown, Alma Rose ..... Route 3, Jasper
Brown, Rosa Adair ..... Route 1, Mobile
Brown, Ruth Elaine ..... 928 N. 53d St., Birmingham
Burke, Elizabeth ..... 1025 Princeton Ave., Birmingham
Burks, Ruth ..... Wetumpka
Burgess, Sadie Mae ..... 2304 2d Ave., N., Irondale
Burns, Sara Eugenia ..... Lineville
Bush, Louise Ryder ..... Childersburg
Butler, Frances Louise ..... 309 Finley Ave., Montgomery
Calhoun, Vera Elma ..... Ohatchee
Capps, Sara Emma ..... Route 1, Opelika
Caver, Dorothy Dell ..... Jones
Chapman, Martha Merle ..... Goodwater
Chastain, Clova Merle ..... Jackson
Childress, Jean ..... 2612 38th Ave., N., Birmingham
Christison, Bernice Kathryn ..... 1012 Chestnut St., Gadsden
Cleveland, Mavis Vaderia ..... Red Bay
Coe, Method Bruenese ..... Chancellor
Coleman, Annie Dorothy ..... 712 18th St., Bessemer
Collum, Pauline ..... Talladega
Connell, Betty Jane ..... Dora
Conway, Lera Dee ..... Jemison
Coots, Clara ..... 4910 12th Ave., N., Birmingham

Corbin, Sarah Frances — 613 E. 22d St., Anniston
Coxe, Louisa — 1323 N. 29th St., Birmingham
Crocker, Del Marie — 603 S. 12th St., Gadsden
Crumbley, Audrey Lee — Edwardsville
Davis, Martha — Alexander City
Davis, Martha Louise — 4321 Avenue S, Birmingham
Dawson, Georgia — Bridgeport
Dean, Mary Jo — Alexander City
DeJarnette, Floy Elizabeth — 514 12th St., S. W., Birmingham
Denty, Mary Elizabeth — Vincent
Dison, Berneese Lillian — Route 3, Talladega
Donnell, Ruth — Hartford
Dorrough, Sammie Dauphine — Andalusia
Dowling, Dorothy Frances — Newton
Drinkard, Myrtie Elizabeth — Nicholsville
Duffey, Ruth Carolyn — Dadeville
East, Grace L. — Glencoe
Edwards, Jeanette — Titus
Edwards, Mary Anne — 1908 Clarendon Ave., Bessemer
Ellis, Nina Margaret — Spring Garden
Estes, Belva Jeane — Jasper
Eubanks, Elizabeth — Tallassee
Falkner, Margaret Dean — Vernon
Farr, Dorothy Merle — 740 Cotton Ave., Birmingham
Ferguson, Elsie Lorraine — Weogufka
Ferrandello, Antoinette — 1826 8th Ave., Bessemer
Fletcher, Gene — Opelika
Franklin, Joan — Cordova
Frederick, Benga Malaet — Hackleburg
Freeman, Jean Milam — Hartselle
Frost, Virginia Ruth — Montevallo
Fuller, Helen Clisby — 1144 S. Perry St., Montgomery
Galloway, Dorothy — Montevallo
Garrett, Geraldine — 107 W. 5th St., Montgomery
Gause, Mary Elizabeth — 213 Headland Ave., Dothan
Gay, Nathalie — Whistler
Gilmer, Ruth Meriwether — Louisa, Virginia
Goodman, Mary Janet — 66 Semmes Ave., Mobile
Grantham, Nan Clare — Eutaw
Green, Leonora Leslie — 4122 Avenue R, C. P., Birmingham
Green, Mary Frances — Route 1, Montgomery
Griffin, Mary Evelyn — Route 1, Butler Springs
Grimes, Marjorie — Pine Apple
Grisham, Elna Ruth — Route 1, Hartselle
Gullage, Beulah Kathryn — Camp Hill

Gwin, Margaret Alice ..... 1631 Arlington Ave., Bessemer
Hall, Madge ..... Siluria
Hancken, Emily Elizabeth ..... 4308 Poplar St., Birmingham
Hardegree, Mary Evelyn ..... Route 1, Goodwater
Hardin, Lora Elizabeth ..... Searles
Harmon, Lillian Willodene ..... Daphne
Harper, Frances Rachel ..... Beatrice
Harris, Margaret Dean ..... 2116 22d Ave., Ensley
Harris, Sara Narcissa ..... Camden
Harrison, Elizabeth ..... Montevallo
Hasty, Margaret Marylou ..... Excel
Hattaway, Vivian DeNiece ..... 1627 Warrior Rd., Birmingham
Hayes, Myra Jo ..... Lexington
Heacock, Imo Leone ..... Uniontown
Head, Barbara Nell ..... 22 Houston St., Mobile
Hearn, Vera Kate ..... Grove Hill
Hembree, Hildreth Inez ..... Jasper
Henderson, Jane ..... Fayette
Henderson, Jessie Carolyn ..... Greenville
Henderson, Mary Katherine ..... 4107 Terrace S, Birmingham
Herrington, Josephine ..... 408 Alabama Ave., Selma
Hill, Ruth Elizabeth ..... Talladega
Hodge, Mildred Frances ..... Fairfax
Hodges, Nauma Helyn ..... 1909 Whitesburg Dr., Huntsville
Hollis, Geraldine ..... Mitchell Dam
Howell, Marguerite ..... Spring Garden
Howell, Mary Sue ..... Haleyville
Hudson, Mary Annelle ..... Banks
James, Sara Beatrice ..... Eufaula
Jenkins, Nelia ..... Route 1, Ashland
Jenkins, Pauline ..... Ashland
Jernigan, Marguerite ..... Brewton
Johnson, Mary Lunita ..... Hollywood
Jones, Helen ..... Chapman
Jones, Lillian E. ..... 208 Woodward Ave., Montgomery
Jones, Lillian Lowry ..... 2808 Norwood Blvd., Birmingham
Jones, Lurline ..... West Blocton
Jones, Margaret Julia ..... Tracy City, Tenn.
Jones, Melba Ruth ..... Cullman
Kelly, Hilda ..... Grove Hill
Kilgore, Margaret Lucile ..... Jasper
Killebrew, Edith Louise ..... Abbeville
Kimbrough, Mary Ellis ..... Pine Hill
Kimbrough, Mary Frances ..... Seale
Knox, Marianne Gaillard ..... 4000 Avenue I, Birmingham

Lacey, Dorothy ..... Wilton
LaGrone, Frances Rivers ..... 38 Alabama Ave., Selma
Landers, Carolyn Jeanette ..... Wetumpka
Landrum, Edna Mae ..... Route 1, Quinton
Lane, Cammie Eleanor ..... Deatsville
Lanford, Catherine ..... 109 S. 60th St., Birmingham
Langston, Gladys ..... Route 2, Centerville
Langston, Kathleen ..... Jemison
Lanier, Allie Ruth ..... Wetumpka
Lassiter, Hazel ..... Route 1, New Brockton
Lawler, Ruth Graham ..... Brownsboro
Lazenby, Nell Kinney ..... Forest Home
Leavelle, Helen Starkey ..... Route 1, Eutaw
Lester, Eloise ..... Columbiana
Lewis, Audrey Viola ..... Route 1, Bessemer
Lewis, Elma ..... Sweet Water
Liles, Caroline ..... Brewton
Liles, Margaret Nell ..... Falkville
Lindsey, Eleanor Maxine ..... Crossville
Lowery, Mary Virginia ..... 4014 44th Ave., N., Birmingham
Lowry, Kathleen ..... Sunny South
McCollum, Dru ..... Woodstock
McCondichie, Frances ..... 103 S. Oceanfront, Jacksonville Beach, Fla.
McCord, Mary Elizabeth ..... Goodwater
McCullough, Shelby Margaret ..... 111 Williams St., Huntsville
McCurdy, Eva Garrett ..... Lowndesboro
McDonnald, Mary Kate ..... Ragland
McDowell, Mildred Maureen ..... Sylacauga
McDowell, Susan Elizabeth ..... 36 Lamar Ave., Selma
McGee, Lyda Frances ..... 1300 N. 29th St., Birmingham
McGehee, Velma ..... Route 2, New Market
McGinnis, Claire Orlean ..... 114 Garnette Ave., Mobile
McGowin, Martha ..... Jackson
McGriff, Virginia Eleanor ..... Columbia
McKay, Jeanne Dorathea ..... 120 Windsor Dr., Birmingham
McLemore, Lucy Irby ..... Eutaw
McNeill, Vivian ..... Jemison
McPoland, Emily Catherine ..... Jasper
McRae, Martha Louise ..... Florala
Maples, Lois ..... Hollytree
Martin, Mildred Lorea ..... Haleyville
Martin, Virginia Frances ..... Andalusia
Masengill, Alma ..... Route 1, Gallion
Mathews, Ethel Marguerite ..... 101 West St., Montgomery
Mathews, Kathryn Eloise ..... Florala

Meadows, Mary Exie ..... Equality
Meinwald, Charlotte ..... Route 2, Minter
Miller, Bettie Lee ..... 4409 9th Ave., Wylam
Miller, Mildred Cobb ..... Route 1, Jemison
Mills, Ollis ..... Montevallo
Mitchell, Virginia ..... Alexander City
Moatts, Annie Blanche ..... Route 5, Clanton
Moody, Dorothy Mae ..... 1131 Walnut St., Gadsden
Moore, Elizabeth ..... Prattville
Moore, Fannie Mae ..... Ashville
Moore, Margaret Kelly ..... Route 2, Montevallo
Moore, Mildred Virginia ..... 1419 10th St., Tuscaloosa
Moore, Octavia ..... Union Springs
Moore, Ruth ..... Havana
Moore, Vera Belle ..... Marion Junction
Moore, Willye Henry ..... Leeds
Moorer, Rixine ..... Georgiana
Morgan, Carrie Mae ..... Coy
Morgan, Mary Edwina ..... Thomasville
Morgan, Julia ..... 307 S. 9th St., Gadsden
Morrow, Josephine ..... Red Bay
Mosley, Josephine ..... Akron
Motes, Evelyn ..... Sylacauga
Motes, Lucy ..... Sylacauga
Mullins, Edna Earle ..... Carrollton
Mullins, Ruth Jackson ..... Newton
Munsey, Marjorie ..... 1100 S. 16th Ave., Birmingham
Myrick, Sara Jane ..... Deatsville
Nabers, Vera ..... Red Bay
Neal, Emma Jean ..... Route 1, McCullough
Nelson, Martina ..... Athens
Norris, Carolyn ..... 331 12th St., S.W., Birmingham
Oden, Mattie Sue ..... Hartselle
Odom, Kathryn ..... 210 W. Main St., Dothan
Oliver, Lenore ..... Shawmut
Orr, Mary Grace ..... Cullman
Paden, Doris ..... Lakewood Estates, Bessemer
Padgett, Frances Madeline ..... Andalusia
Page, Josephine ..... Opp
Palmer, Trudy ..... Route 2, Hartford
Parker, Annie Boyd ..... Talladega
Parkman, Frances Marie ..... Dadeville
Parkman, Mary Nelle ..... Dadeville
Parkman, Vera Alice ..... Seale
Parr, Margaret ..... Route 1, Moulton

Patch, Julia Ann — 305 Lumpkin, Ft. Benning, Ga.
Patterson, Mattie Lou — Talladega
Patton, Bobbie Nell — Eldridge
Pearson, Bettina Blanche — 1631 Dartmouth Ave., Bessemer
Pearson, Virginia Greer — Sweet Water
Pegues, Lucy Jones — Massillon
Phillips, Margaret Lucille — Route 1, Dora
Pierce, Evelyn — Route 4, Cullman
Pifer, Dorotha Dean — Haleyville
Piper, Emma Mae — Five Points
Pirkle, Ruth — Heflin
Pogue, Mary Louise — 2130 12th Ave., N., Birmingham
Porcorallo, Marie Agnes — 831 19th St., Bessemer
Powell, Ludie Edmonia — Leroy
Powell, Marjorie Ann — Eclectic
Pullen, Frances — Ranburne
Quinn, Betty — 1525 51st St., C.P., Birmingham
Radney, Addie Mae — Alexander City
Randle, Mary Irene — 3030 Dartmouth Ave., Bessemer
Ray, Virginia — Talladega
Redden, Geraldine — Tallassee
Reed, Juanita — Scottsboro
Rencher, Lucille Baker — 1569 Fearnway, Mobile
Reynolds, Eleanor Eugenia — Shorter
Reynolds, Elizabeth — Luverne
Rhodes, Mabel Evelyn — Flomaton
Riddle, Virginia — Route 5, Bessemer
Rinehart, Julia Mae — Rainbow Dr., Gadsden
Ring, Lenore — 833 N. Virginia Ave., Gainesville, Fla.
Roach, Mary — Route 1, Siluria
Roberts, Martha Frances — 1414 Ardsley Pl., Birmingham
Roberts, Thelma Faye — Sylacauga
Robinson, Dora Ruth — Lowndesboro
Robison, Dorothy — 2526 Pike Ave., Birmingham
Rockwell, Helen — 606 W. 6th St., Sheffield
Rodgers, Evelyn Elizabeth — 110 W. Water, Selma
Roe, Edna — Route 2, Albertville
Rowe, Carolyn — 103 Bienville Ave., Mobile
Russell, Mary Katharine — 548 S. 55th St., Birmingham
Ryan, Isabel Duskin — Greensboro
Sanders, Louise — Wilton
Sandlin, Dorothy — 613 Locust St., Huntsville
Sawyer, Mary Faye — Sylacauga
Sawyer, Miriam — New Brockton
Saxon, Margaret Ann — Ashland

Scales, Hattie Cleere ..... 1309 5th Ave., Bessemer
Schilleci, Elizabeth ..... 2216 Clarendon Ave., Bessemer
Scott, Charlotte ..... Headland
Seale, Elizabeth ..... Aldrich
Sellers, Rubye Pearle ..... Newton
Shepherd, Marianna ..... Northport
Siegfried, Mary Ruth ..... 825 1st St., S.W., Birmingham
Simmons, Maurine ..... Route 3, Gadsden
Sims, Dorothy Elizabeth ..... 808 Valley Rd., Fairfield
Smith, Alice Meredith ..... 1712 Eufaula Ave., Ensley
Smith, Gloria Vann ..... 509 Haralson Ave., Gadsden
Smith, Inez Patricia ..... 509 Haralson Ave., Gadsden
Smith, Martha Bonner ..... Eutaw
Smith, Peggy ..... 6 Frederick St., Montgomery
Smith, Sarah T. ..... Slocomb
Sneed, Shirley ..... 3720 Canal St., New Orleans, La.
Snow, Virginia ..... Brookwood
Sorrell, Mary Kathryn ..... Route 1, Montevallo
Springer, Margaret ..... Union Springs
Spruiell, Elaine ..... Leeds
Steed, Marjorie ..... Pine Hill
Stephens, Melvyn ..... Montevallo
Stevens, Hilda ..... 850 S. Broad St., Mobile
Stewart, Helen ..... Enterprise
Stockton, Virginia Jane ..... Scottsboro
Stone, Alice Koleen ..... Lineville
Summers, Billie ..... Cedar Bluff
Tant, Sarah ..... Auburn
Tate, Mary Frances ..... Route 1, Florence
Taylor, Edith ..... Bladon Springs
Taylor, Elizabeth ..... Columbiana
Taylor, Mary James ..... Holly Pond
Taylor, Shelby Glass ..... 1109 S. 26th St., Birmingham
Taylor, Viola Blythe ..... Route 3, Huntsville
Terrell, Lela Roberts ..... 620 2d St., W., Birmingham
Tew, Madeline Cornelia ..... Huxford
Thomas, Louise Aulina ..... 605 Pittsburg Ave., Sheffield
Thomas, Marie Clementine ..... 605 Pittsburg Ave., Sheffield
Thompson, Marjorie Laura ..... Akron
Tillman, Marguerite ..... 428 S. Court St., Montgomery
Tittle, Gwendolyn Ruth ..... Townley
Tompkins, Dorothy Lou ..... Grove Hill
Torbert, Hattie Elizabeth ..... Route 2, Opelika
Trice, Elizabeth ..... Thomasville
Trotzier, Love Elizabeth ..... 105 Providence St., Mobile

Vance, Frances Carolyn ..... 519 S. 10th St., Gadsden
Vincent, Louise Ray ..... Montevallo
Wahl, Eloise Marie ..... 1901 Old Government St., Mobile
Walker, Mary Alice ..... 1325 N. 29th St., Birmingham
Walker, Mary Esther ..... Route 5, Andalusia
Wallace, Mary Edna ..... Piedmont
Walls, Jimmie Charlotte ..... Alexander City
Walton, Marguerite ..... Pinckard
Ward, Frances Adelia ..... 1528 Berkley Ave., Bessemer
Ware, Mary Barton ..... Tuscumbia
Warren, Lucia ..... Jackson
Watford, Eleanor Kathryn ..... 403 S. Foster St., Dothan
Watters, Lila Mae ..... 406 Lamar Ave., Selma
Weaver, Sara Peck ..... Decatur
Weldon, Carrie Elizabeth ..... Route 1, Notasulga
Wesson, Myrtle Docie ..... Alexander City
West, Ellen Walker ..... 620 2d St., S.W., Birmingham
Whatley, Inez ..... Route 4, Dothan
White, Anita Morris ..... Ardmore, Tenn.
Whitehorn, Mary Jean ..... 1541 Druid Hill Dr., Birmingham
Whiteside, Orlis LaVerne ..... Choccolocco
Whitt, Alda Frances ..... Haleyville
Wilbanks, Mary Beth ..... Eastaboga
Wilkinson, Virginia ..... Thomasville
Williams, Annie Ruth ..... Miller's Ferry
Williams, Geraldine ..... Underwood
Williams, Teeny ..... Opelika
Wilson, Frances ..... 2017 Dauphin St., Mobile
Wise, Mary Frances ..... Samson
Wood, Lois ..... Andalusia
Woodliff, Frances ..... 107 Franklin St., Gadsden
Woolley, Janie ..... Montevallo
Woolley, Sara Frances ..... Centerville
Wright, Eleanor Madelyn ..... 128 W. 3d St., Montgomery
Wright, Frances Lou ..... Cordova
Wright, Frances Virginia ..... Marion Junction Rd., Selma
Wright, Ruth ..... Dawson
Wyatt, Theda ..... Montevallo
Wylie, Jean ..... Roanoke
Yarbrough, Alice Marie ..... 615 Franklin St., Huntsville
Young, Ann Johnson ..... Burksville
Young, Eleanor Louise ..... Edna
Young, Mary Glenn ..... Dadeville
Young, May Emma ..... Powhatan

## IRREGULAR STUDENTS

| | |
|---|---|
| Craig, Roxie Mae | Aldrich |
| Holcomb, Gladys D. | Montevallo |
| Hood, Mary | Montevallo |
| Towery, Sara C. | Montevallo |
| Yeager, Elise Harris | Marion |

## POST GRADUATE STUDENT

| | |
|---|---|
| Brown, Sadie Jo | Montevallo |

# SUMMARY OF ENROLLMENT

## 1938-1939

### Bachelor of Arts

| | |
|---|---|
| Seniors | 57 |
| Juniors | 62 |
| Sophomores | 75 |
| Freshmen | 112 |
| | 306 |

### Bachelor of Science

| | |
|---|---|
| Seniors | 67 |
| Juniors | 79 |
| Sophomores | 143 |
| Freshmen | 259 |
| | 548 |

### Bachelor of Music

| | |
|---|---|
| Seniors | 3 |
| Juniors | 13 |
| Sophomores | 10 |
| Freshmen | 5 |
| | 31 |
| Post-Graduate Student | 1 |
| Irregular Students | 5 |
| Total | 891 |

### Summary of Classes

| | |
|---|---|
| Senior Class | 127 |
| Junior Class | 154 |
| Sophomore Class | 228 |
| Freshman Class | 376 |
| Post-Graduate Student | 1 |
| Irregular Students | 5 |
| Total in Regular Session | 891 |
| Summer School (1938) | 591 |
| Total in Regular Session and Summer School | 1,482 |
| Extension Groups | 676 |
| Correspondence Study | 85 |
| Training School | 777 |
| GRAND TOTAL | 3,020 |

## SUMMARY BY COUNTIES OF STUDENTS IN REGULAR SESSION

| | | | |
|---|---|---|---|
| Autauga | 8 | Jefferson | 133 |
| Baldwin | 2 | Lamar | 5 |
| Barbour | 11 | Lauderdale | 5 |
| Bibb | 6 | Lawrence | 3 |
| Blount | 6 | Lee | 8 |
| Bullock | 6 | Limestone | 5 |
| Butler | 21 | Lowndes | 6 |
| Calhoun | 13 | Macon | 6 |
| Chambers | 10 | Madison | 15 |
| Cherokee | 7 | Marengo | 12 |
| Chilton | 16 | Marion | 4 |
| Choctaw | 5 | Marshall | 2 |
| Clarke | 16 | Mobile | 30 |
| Clay | 16 | Monroe | 14 |
| Cleburne | 7 | Montgomery | 19 |
| Coffee | 10 | Morgan | 14 |
| Colbert | 6 | Perry | 6 |
| Conecuh | 5 | Pickens | 8 |
| Coosa | 6 | Pike | 3 |
| Covington | 18 | Randolph | 9 |
| Crenshaw | 6 | Russell | 4 |
| Cullman | 11 | Shelby | 50 |
| Dale | 10 | St. Clair | 6 |
| Dallas | 29 | Sumter | 1 |
| DeKalb | 5 | Talladega | 29 |
| Elmore | 16 | Tallapoosa | 22 |
| Escambia | 12 | Tuscaloosa | 7 |
| Etowah | 33 | Walker | 19 |
| Fayette | 1 | Washington | 3 |
| Franklin | 7 | Wilcox | 18 |
| Geneva | 8 | Winston | 8 |
| Greene | 13 | Out-of-State | 29 |
| Hale | 12 | Foreign Countries | 3 |
| Henry | 3 | | |
| Houston | 15 | Total | 891 |
| Jackson | 9 | | |

## NON-CREDIT INSTRUCTION

The institution offers a number of types of instruction for which no college credit is given. This includes parent education groups, club service and short term observation in the School of Progressive Education. These are not included in the enrollment.

# DEGREES CONFERRED IN 1938

## JANUARY 19, 1938

### Bachelor of Arts Degree

**Frances Cater
Bessie Miller Daughtry
Daisy M. McKenzie
Rosanel Owen
Elizabeth Weatherly Smith

### Bachelor of Science Degree

Mary Belle Irby
Martha E. Massey

### Bachelor of Music Degree

Nina Tait Cook

## MAY 30, 1938

### Bachelor of Arts Degree

Evelyn Bronson Ballard
Thelma Louise Boozer
*Ruth Harling Bowling
Mabel Hallie Caley
**Maida Willis Carlton
Julia Smartt Coley
Edna Gray Dempsey
Frances May Dominick
**Elizabeth Donald
**Jule Dowling
Ellen Adair Farish
Clara Marie Fisch
Ellen Fish
Helen Elaine Garrett
*Annie Belle Gates
Emma Gene Grant
Jenny Meade Grimes
**Bunelle Hall
Mary Emma Harris
Mary Laura Herndon
Sarah Carolyn Hope
*Louise Virginia James
Mary Neal James
Frances Elizabeth Kren
Elizabeth LeBaron
Evelyn Grey McAdory
Audrey Ellen McKay
Hazel Dean McLendon
**Mary Alice McLendon
Elsie Letson Mankin
Elizabeth Kinnard May
**Mary C. Mendenhall
Helen Morgan
**Helen Handy Moss
Kathryn Mullen
Ruth Nathews
**Laura Cornelia Nelson
Alvis Herren Neville
**Mae Newberry
Jean Oliver
Elizabeth Edmonds Pace
*Elizabeth Young Pearson
Rachel Pettit
Mary Elizabeth Potts
*Eloise Reynolds
**Faye Richards
Madge Salter
Cary Sanford
Alice Randolph Smith
Eleanor McRae Smith
**Margaret Bowie Smith
Gertrude Thompson
**Rosalie Young Tutwiler
Betty Webb
Sara Frances Whiteside
**Gwendolyn Wyatt

---

* Graduated with highest honors.

** Graduated with honors.

## Bachelor of Science Degree

Elsie Adams
**Frances Estelle Baxter
Carolyn Bennett
**Sara Wyatt Bonner
Florence Olene Bowman
Dorothy Anne Boyd
Mary Pope Byrd
Ann Kathrine Chancy
**Frances Z. Cumbee
**Erin Loraine Douglas
*Lucye Owen Dunn
Mary Eleanor Finney
Louise Floyd
Dorothy Vaughn Franklin
Winifred Funchess
Earle Godbold
Mary Louise Hall
Ada Jean Hamilton
Zaida Jane Houser
Mildred Louise Howell
**Helen Hudson
Wilda Lee Johns
**Winifred Lion
Blanche Lucille McElroy
Marguerite Moore McGhee
Jeannette Mills McPhail
**Elizabeth Martin
Grace Moon Marty
Velma Lucy Massey
Josephine May
Mabel Amanthis Moore
Martha A. Nicolson
**Mary Elizabeth Perrin
Edith Frances Prickett
**Edna Virginia Reeder
**Mamie Madaline Reid
Willie Lucille Reid
Flora Nell Ruffin
Eunice Scruggs
Wynette Craig Sizemore
Carolyn Slade
Mary Catherine Smith
Vivian Margaret Sowell
Marguerite Steger
Laura Virginia Stevens
Edna Evelyn Stovall
**Sarah Louise Street
Iva Louise Till
Marguerite Traylor
Audra Vann
Louise Watkins
**Miriam S. White

## Bachelor of Music Degree

**Dorothy Knox Alison
Doris Elizabeth Eady
Wilo Mae Goddard
**Frances Carolyn Lee
Evelyn Elizabeth McPhail
*Mary Scott Moore Mills
**Ruth Schuessler

## Two-Year Certificate in Secretarial Science

Mary Elizabeth Cash
Robbie Lee Cobb
Mary Alice Conway
Miriam England
Grace Branch Frasier
Katherine Granade
Ruth Evelyn Housel
Marjorie Jo Keyes
Mellicent McWhorter
June Mathews
Elsie Ruth May
Mary Frances Miller
Mary Nettles
Mildred Juanita Nettles
Susan Rainer
Louise Rawls
Marguerite Rhodes
Sara Katherine Sewell
Isabel Sowell
Faye Stamm
Gertiwyl Vinson
Gulmer Wilson
Martha Delia Wood

---

* Graduated with highest honors.

** Graduated with honors.

JULY 20, 1938

## Bachelor of Arts Degree

Mildred Corinne Baird
Josephine Booker
*Rosa Adra Chisolm
**Annie Laurie Livings
Jean Pratt Logan
**Clara McQueen
Leona Sanders
**Georgia Vincent
Elizabeth Cleveland Wallace
Frances Lillian Worley

## Bachelor of Science Degree

Eloise Adams
Evelyn Lydia Austin
Helen Barnes
Robbie Rae Bottoms
Bobbie Mae Burton
Daisy Elizabeth Cobb
Ruth Cobb
Elizabeth Farmer
Louise Cotton Farrow
Evelyn Delores Granade
Mary Jeanette Hearn
**Sue Beonica Ingram
**Julia Elizebeth Menefee
Edith Naramore
Anne Elizabeth Roddy

## Bachelor of Music Degree

Mary Newman Graves

AUGUST 24, 1938

## Bachelor of Arts Degree

Icy Whitehead Burton
Nell Chappell
Maurine Dobbs
Lillie Mae Falkenberry
Clarkie Margaret Hammond
Willie Amanda Murrell
Marian Pilcher
Elizabeth Rencher
Lois Morgan Roy
Jessye Porter Smith
Mayme Harris Whitten

## Bachelor of Science Degree

**Sara Eugenia DeBardeleben
Etna Lois Jackson
Opal Elizabeth Short
Roberta Alice Smith

---

* Graduated with highest honors.

** Graduated with honors.

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# APPLICATION FOR ADMISSION

For the Session 1939-1940

Date_____

Name (in full)_____

Address _____
(Number and Street, or R. F. D.)

City_____ County_____ State_____

Name and address of Parents or Guardian_____

_____

Occupation of father or guardian_____

Church preference of applicant_____ Are you a member?_____

Month, date and year of your birth_____

What school did you last attend?_____

_____ Did you graduate?_____

What course do you plan to take in college?_____
If you have a choice as to roommate, give her name below:

_____

*The advance fee of $2.50, which is to be credited on my first payment, is herewith enclosed.

Signature of Applicant_____

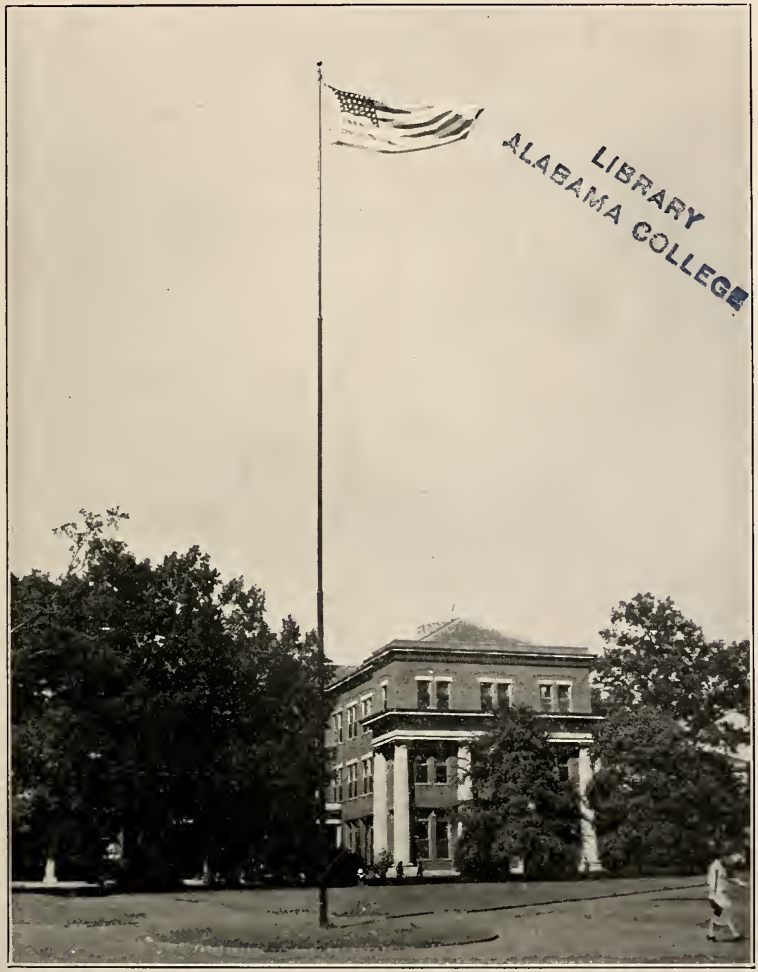
* If the applicant finds that she cannot attend, the advance fee of $2.50 will be refunded provided she notifies the President before August 15, 1939. Otherwise it will not be refunded.

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—Clip page here

# The SUMMER SESSION BULLETIN

1939 1939



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## ALABAMA COLLEGE

*The State College for Women*

MONTEVALLO, ALABAMA

*Alabama College Bulletin*

APRIL, 1939

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## RECENT PUBLICATIONS

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*Officers of Our Government in 1939*—January, 1939
*The 1938 Student Career Conference*—October, 1938
*Life at Alabama College (View Book)*—July, 1938
*The Alabama Business Woman as Citizen*—July, 1937
*A Study of Employability of Women in Alabama*—July, 1936

For copies of all official bulletins, requests should be addressed to the Executive Secretary, Alabama College, Montevallo, Alabama.

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# CALENDAR

## THE SUMMER SCHOOL

1939

| | |
|---|---|
| June 1-7 | *Thursday through Wednesday.* Epworth League Conference. |
| June 12 | *Monday.* First term begins. |
| June 21-24 | *Wednesday through Saturday.* Alabama Writers Conclave. |
| June 28-July 1 | *Wednesday through Saturday.* Student Career Conference. |
| July 19 | *Wednesday.* First term ends. |
| July 20 | *Thursday.* Second term begins. |
| July 24 | *Monday.* School of Instruction for Vocational Home Economics Teachers begins. |
| July 28-29 | *Friday and Saturday.* Annual meeting of the Future Homemakers Association. |
| August 12 | *Saturday.* School of Instruction for Vocational Home Economics Teachers ends. |
| August 23 | *Wednesday.* Second term ends. |

# THE BOARD OF TRUSTEES

His Excellency, FRANK M. DIXON, Governor of Alabama,
President, *ex officio*

A. H. COLLINS, State Superintendent of Education, *ex officio*

## TERMS TO EXPIRE IN 1943

| | |
|---|---|
| SAMUEL M. JOHNSTON, *First District* | Mobile |
| BRUCE BEVERIDGE, *Fourth District* | Selma |
| W. W. MONROE, *Seventh District* | Fayette |

## TERMS TO EXPIRE IN 1947

| | |
|---|---|
| MRS. JAMES FITTS HILL, *Second District* | Montgomery |
| GEORGE S. VANN, *Fifth District* | Gadsden |
| J. E. DELONY, *Eighth District* | Tuscumbia |
| W. D. GRAVES, *State-at-Large* | Alexander City |

## TERMS TO EXPIRE IN 1951

| | |
|---|---|
| MRS. A. Y. MALONE, *Third District* | Dothan |
| NELSON FULLER, *Sixth District* | Centerville |
| L. SEVIER, *Ninth District* | Birmingham |
| MRS. EDWINA D. MITCHELL, *State-at-Large* | Montgomery |

## EXECUTIVE COMMITTEE

| | |
|---|---|
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| BRUCE BEVERIDGE | Selma |
| MRS. JAMES FITTS HILL | Montgomery |
| A. H. COLLINS | Montgomery |
| L. SEVIER | Birmingham |

---

| | |
|---|---|
| C. G. DOBBINS, *Secretary* | Montevallo |
| E. H. WILLS, *Treasurer* | Montevallo |
| JOHN R. PILL, *Land Agent* | Birmingham |

# ALABAMA COLLEGE

*The State College for Women*

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LOIS ACKERLEY ——— *Home Economics*

A.B., State University of Iowa; M.A., Columbia University; Ph.D., State University of Iowa. Teaching experience in high schools; Limestone College; Research Assistant, University of Iowa. Director, School of Home Economics, Alabama College, five years.

ELIZABETH ALLEN ——— *Sociology*

A.B., Agnes Scott College; Certificate, New York School of Social Work. Case Work Supervisor, University of Chicago, two years; Case Work Supervisor, Department of Public Welfare, Jefferson County, two years; Child Guidance Clinic, Detroit, two years; Secretary of State Department of Welfare, Alabama, two years; County Superintendent of Child Welfare, Hale County, two years. Alabama College, two years.

A. C. ANDERSON ——— *Secondary Education*

A.B., Howard College; M.A., Columbia University. Teacher and principal of rural schools; ten years county high school principal; County Superintendent of Education, Barbour County; Supervising Principal, Montgomery County Schools; President, Newton Institute; Superintendent of Schools, Ozark, Alabama. Alabama College, eleven years.

J. T. BAGWELL ——— *Manual Arts*

B.S., University of Alabama. Capital Heights High School, one year. Alabama College Training School, two years.

MINNIE C. BARKER ——— *High School English*

A.B., M.S., George Peabody College for Teachers. Alabama College Training School, two years.

LILIAN BARKSDALE ——— *High School History*

B.S., George Peabody College for Teachers; M.A., University of Alabama; Diploma, Jacksonville State Teachers College. Sixteen years, Alabama high schools. Alabama College Training School, eleven years.

ETHEL BICKHAM ——— *Nursery School*

B.S., M.S., Ohio State University; Graduate Merrill Palmer Schools. High school teaching experience. Assistant Professor of Home Economics, Alabama College, seven years.

ELSIE BODEMANN ——— *Biology*

A.B., Southwest Texas State Teachers College; M.A., Ph.D., University of Texas. Teaching fellowship, University of Texas, five years. Alabama College, three years.

RALPH BOOTHBY ——— *Demonstration School*

A.B., Harvard University. Teacher of Latin and Science, St. Stephen's School, Colorado Springs, Colorado, three years; Headmaster St. Stephen's School, seven years; Director of Antioch School and Professor of Education in Antioch College, Yellow Springs, Ohio, one year; Director, Park School, Cleveland, Ohio, one year; Headmaster, Western Reserve Academy, Hudson, Ohio, five years; Headmaster, Metairie Park Country Day School, New Orleans, Louisiana, ten years.

MAMIE BRASWELL ——— *Mathematics*

A.B., University of Alabama; M.A., George Peabody College for Teachers. Teaching experience in Kellerman Junior High School; Walker County High School; State Secondary Agricultural High School, Sylacauga; Montevallo High School. Alabama College, eight years.

IRENE S. BRAUER ——— *Elementary Demonstration School*

B.S., M.A., Columbia University. Teacher of primary grades at Palmerton, Pennsylvania, and Atlantic City; Critic Teacher, Willimantic Normal School, Willimantic, Connecticut. Alabama College, three summers.

EDNA COLLINS ..... *Demonstration High School*

Trained in Pratt Institute, New Jersey State Normal and Columbia University. Experience in fourth and fifth grades, Passaic, New Jersey; art in junior high school, Elizabeth, New Jersey; fourth and fifth grades, Tower Hill School, Wilmington, New Jersey. Alabama College, six summers.

BELLE COMER ..... *Art*

B.S., M.A., Columbia University. Art instructor, Phillips High School, Birmingham. Alabama College, two summers.

ELISEBETH CONN ..... *Physical Education*

B.S., A.B., Baylor College. Alabama College, two years.

MARGARET CUNINGGIM ..... *Art*

A.B., Duke University; M.A., Columbia University. Alabama College, two years.

MINNIE DUNN ..... *Elementary Demonstration School*

B.S., University of Alabama; M.S., Teachers College, Columbia University. Teacher in elementary schools of Alabama; supervisor in Training School, Florence State Teachers College; supervisor of fourth and fifth grades in State Teachers College, Fredericksburg, Virginia. Alabama College, two years.

ANNE L. EASTMAN ..... *History*

A.B., Wells College; Ph.D., Cornell University. High school teaching, ten years. Alabama College, two years.

WILLIE K. WOOLLEY EDGE ..... *Sociology*

B.S., Union University; M.S., Virginia Polytechnic Institute; graduate work, Cornell University and Harvard University. Teaching fellow at Virginia Polytechnic Institute; Professor of Economics, Union University. Alabama College, one summer.

HALLIE FARMER ..... *History*

A.B., Indiana State Normal School; A.M. and Ph.D., University of Wisconsin. Teaching experience in high schools and in Indiana State Normal Schools; teaching assistant, University of Wisconsin. Alabama College, twelve years.

KATHERINE FARRAH ..... *School Music*

A.B., University of Alabama; Artist Diploma in Voice and Certificate in School Music, University of Michigan; special study in Columbia University and in Paris, France. Supervisor of Music, Marshall, Michigan; Voice and School Music, Stephens College, Columbia, Missouri. Alabama College, ten years.

EVA GOLSON ..... *English*

A.B., Huntingdon College; A.M., University of Chicago; further graduate work at Columbia University and the University of Chicago. Teacher of English, Pell City and Jemison High Schools. Alabama College, twelve years.

ELLEN-HAVEN GOULD ..... *Speech*

A.B., Coe College; Graduate School of Speech, Northwestern University; M.A., University of California; Student of School Theatre, California; Player in Literary Theatre, Los Angeles. Coe College, four years; Washington State, two years; Occidental, one year. Alabama College, fourteen years.

LAURA B. HADLEY ..... *Home Economics*

B.S., Indiana State Teachers College; M.S., University of Minnesota; further graduate work, Teachers College, Columbia University. High schools in Indiana; University of Minnesota; Purdue University; summer schools at Indiana State Teachers College; Syracuse University. Alabama College, three years.

MARGARET HARRIS ..... *Education*

A.B., Huntingdon College; M.A., Columbia University; two years additional graduate work at Columbia University. Experience in public schools of Alabama; Director of teacher training at Grenada College, Grenada, Mississippi; Supervisor of elementary education in Crenshaw County, Alabama; associated with Dr. W. A. McCall in an extensive testing program of progressive education in New York City. Alabama College, one summer.

MARGARET ELIZABETH HEAP ——— *Home Economics*

B.S., M.S., University of Tennessee. Two years high school teaching; year and a half at the Training School, State Teachers College, Memphis; three years nutrition research at the University of Tennessee. Alabama College, two years.

E. P. HOOD ——— *Physical Science*

Diploma, Jacksonville State Teachers College; B.S. and M.S., University of Alabama; LL.D., Birmingham Law School. Nine years' experience in Alabama high schools; four years, Southern College, Lakeland, Florida. Alabama College, five years.

ROSA LEA JACKSON ——— *Mathematics*

A.B., Western College; M.A., Ph.D., University of Chicago. Teaching experience in Athens College, Alabama; Central College, Missouri; Ripley High School, Ripley, Tennessee; Northwestern University, Illinois; Leland Stanford Junior University; Hunter College of the City of New York. Alabama College, eight years.

JOYCE KELLOGG ——— *English*

A.B., College of Wooster, Wooster, Ohio; Ph.D., Yale University. Assistant in English Department, Connecticut College for Women, New London, Connecticut, one year. Alabama College, one year.

DAWN S. KENNEDY ——— *Art*

B.S., M.A., Columbia University. Supervisor of Art, Crawfordville, Indiana; State Normal School, Ellenburg, Washington; University of Wyoming, Laramie. Alabama College, five years.

W. J. KENNERLY ——— *Physical Science*

B.S., Clemson College; M.S., Emory University. One year, Assistant Professor of Chemistry, Clemson College. Alabama College, eighteen years.

OLIVIA LAWSON ——— *Education*

B.S., George Peabody College for Teachers; M.A., Columbia University; further graduate work at Peabody College. Three years of teaching in public schools of Alabama; four years, Supervisor of Schools, Walker County, Alabama. Alabama College, thirteen years.

H. D. LEBARON ——— *Music*

A.B., Harvard University; M.A., Cornell University. Teacher and soloist, New England Conservatory; American Guild of Organists; nine years, Associate Professor of Music, Western College, Oxford, Ohio; two years, Director of Music, Adrian College, Michigan; nine years, Ohio Wesleyan College, Delaware, Ohio. Director, School of Music, Alabama College, nine years.

MARGARET McCALL ——— *Physical Education*

A.A., Christian College, Columbia, Missouri; B.S., M.A., University of Missouri; Graduate work, University of Southern California. Physical Education Department, Christian College, Columbia, Missouri, two years; Director of Physical Education, Wesleyan College, Warrenton, Missouri, one year; Director of Health and Physical Education, Baylor College, Belton, Texas, five years; Instructor in Department of Physical Education, University of Southern California, one summer; Counselor, Camp Wabun Annung, Kerrville, Texas, two summers. Alabama College, two years.

GORDON E. McCLOSKEY ——— *Sociology*

A.B., State Teachers College, Lock Haven, Pa.; M.A., Ph.D., Teachers College, Columbia University. Duke Center Elementary School; Horace Mann School, Teachers College, Columbia University; National Survey of School Finances; Lincoln School, Teachers College, Columbia University; National Committee on Economic Instruction; Ridgewood High School, New Jersey; Teachers College, Columbia University. Alabama College, three years.

ELOISE MERONEY ——— *English*

B.A., University of Alabama; M.A., Columbia University; Diploma, Alabama College; further study, University of Chicago, Columbia University, and Duke University. Teacher of English, Chowan College, Ward-Belmont, Judson College. Alabama College, ten years.

CHARLOTTE PETERSON ——— *Elementary Demonstration School*

Diploma, Alabama College; special study, Northwestern University and National College of Education, Evanston, Illinois. Five years' teaching experience in public schools of Virginia and Colorado. Alabama College Training School, fourteen years.

MARTHA PHIFER ..... *Demonstration High School*

M.A., Columbia University. Teacher for several years in Parker School District, Greenville, South Carolina; Demonstration High School, Georgia State College for Women, two years. Alabama College, one summer.

LORRAINE PIERSON ..... *Modern Languages*

A.B., M.A., Transylvania College; M.A., University of Chicago; Degre Superieur, University of Dijon, France; Ph.D., University of Illinois. Teaching experience in McKendree College, Lebanon, Illinois; University of Illinois. Alabama College, eleven years.

SARAH PURYEAR ..... *English*

A.B., Vanderbilt University; M.A., George Peabody College for Teachers; further graduate study at Vanderbilt University. Teacher of English, Trousdale County High School, Memphis Technical High School. Alabama College, five years.

DORA GARRETT RAMSOUR ..... *Biology*

A.B., Baylor University, Texas; M.S., University of Wisconsin. Five years in public schools. Alabama College, eleven years.

J. I. RIDDLE ..... *Education and Psychology*

A.B., University of Alabama; M.A. and Ph.D., Columbia University; Superintendent's Diploma, Teachers College, Columbia University. Seven years, Principal and Superintendent of schools in Alabama. Alabama College, eleven years.

MILDRED ROMANSKY ..... *Physical Education*

Graduate, Arnold School of Physical Education and Health; summer work at Columbia University and Bennington School of the Dance. Eight years, teacher in the Hartford, Connecticut, Public Schools; playground director; counselor in girls' camps; supervisor of adult recreation. Alabama College, three summers.

IRWIN T. SANDERS ..... *Sociology*

A.B., Washington and Lee University; Ph.D., Cornell University; Instructor in American College of Sofia, Bulgaria, three years; Dean of the College, three years. Alabama College, one year.

C. G. SHARP ..... *Biology*

B.S. and M.S., Alabama Polytechnic Institute; Candidate for the Ph.D. at the University of Chicago. Four years teaching experience in high schools. Alabama College, eighteen years.

MINNIE L. STECKEL ..... *Psychology*

A.B., University of Kansas; M.A. and Ph.D., University of Chicago. Ten years, high school principal; two years, superintendent of public schools; one year, North Dakota State Teachers College; two years, public school psychologist. Alabama College, nine years.

ELIZABETH STOCKTON ..... *Modern Languages*

B.S. and M.A., University of Missouri; three summers in Mexico; summer and winter in France, Italy and Spain. Stephens College, Columbia, Missouri, eight years. Alabama College, eleven years.

W. F. TIDWELL ..... *Education*

B.S. and M.S., Alabama Polytechnic Institute; graduate work at George Peabody College for Teachers. Two years, Barnes School for Boys; six years, Livingston High School. Alabama College Training School, five years.

MARY ALLEN TIPPETT ..... *Industrial Art*

B.S., Columbia University; M.A., New York University; Life Certificate in Art, Western State Teachers College, Kalamazoo, Michigan. Three years, Junior and Senior High School, Battle Creek, Michigan; two summers in girls' camps in New York and Virginia; four years, Art Instructor and Director of the Arts Center of Children's Village School, Dobbs Ferry, New York; four years, Assistant Instructor, School of Education, Elementary Department, New York University; one year, Art Supervisor, Parker School District, Greenville, South Carolina. Alabama College, three summers.

MINNIE B. TRACEY ..... *Secretarial Science*

A.B., University of Michigan; M.C.S., University of Denver. Teaching experience in high schools, business colleges and colleges. Alabama College, two years.

W. D. VARNELL ..... *Demonstration High School*

B.S., Howard College; graduate study, University of Michigan, University of Tennessee, and Reelfoot Lake Biological Station. Science teacher, Tennessee Valley Authority, Norris, Tennessee. Alabama College, three summers.

A. W. VAUGHAN ..... *English*

B.S., Central College; M.A., Harvard University; Ph.D., George Peabody College for Teachers; Austin Scholar in English at Harvard University. Instructor in English, Central College Academy and Marvin Junior College; Educational Director of the Ralph Sellew Institute; Head of the Department of English and Public Speaking, Southeast Missouri State Teachers College. Alabama College, eleven years.

KATHERINE VICKERY ..... *Psychology*

A.B., North Georgia Agricultural College; M.A. and Ph.D., George Peabody College for Teachers. Teacher in high school, three years. Alabama College, seventeen years.

JOSEPHINE WALLER ..... *Music*

B.M., Alabama College. Teacher in Athens City Schools, two years; Private teaching, ten years. Alabama College Training School, one year.

MARYA WERTEN ..... *Guest Artist*

Head, Polish Division, International School of Art.

LILLIAN WORLEY ..... *History*

A.B., Alabama College; M.A., University of Wisconsin. Alabama College, seven years.

MIECISLAW ZIOLKOWSKI ..... *Piano*

Graduate of Stern Conservatory, Berlin, Germany; Master Class at Stern Conservatory; studied with Paderewski in Switzerland. Two years, teacher in Stern Conservatory; two years, Warsaw Conservatory; three years, Columbia School of Music, Chicago. Alabama College, ten years.

## OTHER OFFICERS

MARY ELIZABETH AMBLER ..... *Assistant Librarian*
W. J. BAILEY ..... *Manager of Dairy and Farm*
JACK BOWDEN ..... *Secretary to President*
O. B. COOPER ..... *Engineer*
ELIZABETH T. HUBBARD ..... *Assistant Librarian*
LENA N. JETER ..... *Acting Secretary to Dean*
MARION JONES-WILLIAMS ..... *Secretary, Home Study Service*
W. M. JONES-WILLIAMS .....
*Engineer and Superintendent of Buildings and Grounds*
VIRGINIA KENNEDY ..... *Assistant Librarian*
ANNIE LAURA KILLINGSWORTH ..... *Nurse*
GEORGIE LEEPER ..... *Manager, Supply Store*
HATTIE LYMAN ..... *Secretary, School of Home Economics*
C. H. MAHAFFEY ..... *Manager of Laundry*
MRS. MARY McLEOD McNEILL ..... *House Director*
MRS. AUGUSTA TATE SNODGRASS ..... *House Director*
OLLIE TILLMAN ..... *Nurse*
MRS. PEARL TILLMAN ..... *House Director*
NELLIE M. WARD ..... *Secretary, Demonstration School*

# GENERAL INFORMATION

The Summer School was established at the College in May, 1915, by authority of the Board of Trustees, and held its first session in 1916. A six to twelve weeks session has been held every summer since that date.

The 1939 summer session will be eleven weeks in length, beginning June 12 and ending August 23.

The first term will consist of six weeks, beginning June 12 and ending July 19 during which classes will be conducted five days per week, except on two Saturdays, when regular classes will be held.

The second term will consist of five weeks, beginning July 20 and ending August 23, during which classes will be conducted six days per week.

Each term is a separate unit, on which full credit may be secured for work completed.

In accordance with the aim of the Summer School to serve public education in the State to the fullest possible extent, a special effort is made to meet the needs of those wishing to obtain new or to reinstate old certificates; of high school teachers and others wishing credit toward degrees; of public school teachers wishing to study progressive methods of teaching any grade of school work; of students enrolled in the regular session at this and other colleges who wish to make up work; of those desiring special work in home economics, music, art, speech, physical education, social service, and other special fields; of those desiring to teach in junior and senior high schools or to secure additional training in that field; of those wishing a thorough course in public school music or to prepare for the State examination in piano or public school music; of those wishing general physical education courses preparatory to teaching that subject or to coaching athletics; of those interested in repertory classes in violin, piano and organ; of those desiring high school credit.

## MEN STUDENTS IN SUMMER SCHOOL

For a number of summers Alabama College, primarily for the convenience of local men students, has opened its summer sessions to men. Beginning with the 1938 Summer Session, the policy of permitting men students to enroll for credit courses was discontinued. The new policy, of course, does not apply to conferences, meetings, and short courses or other work for which no college credit is given.

## CURRICULA

Courses are offered in art, biology, chemistry and physics, education, English, history, home economics, mathematics, modern languages,

music, physical education, psychology, sociology, social work, speech, and secretarial science.

By attending the entire eleven weeks, a student may complete a year's work in such fundamental courses as biology, chemistry, English, history, mathematics, and modern languages.

In the other departments many of the courses are so organized that a full year's work may be completed in either six or eleven weeks.

## PROGRESSIVE EDUCATION DEMONSTRATION SCHOOL AND THE SUMMER PROGRAM FOR TEACHERS

### JUNE 12-JULY 19

The Progressive Education Association will again sponsor during the first six weeks of the 1939 Alabama College Summer School a Demonstration School and Summer Program. In addition to the program for elementary teachers, which has been conducted for the past seven summers at the College, the Demonstration High School and program for high school teachers, begun four summers ago, will be repeated.

*Dates for Demonstration School and Summer Program*

The summer program of Progressive Education will coincide with the first term of Summer School, June 12 to July 19, 1939. The Demonstration Schools will be open for observation June 19 to July 19.

*Reception Given Progressive Education Work for Past Six Summers*

The reception given the progressive education work at the College during past summers has amply demonstrated the worth of this program. Approximately seven hundred teachers and supervisors have attended the full six-weeks program. Approximately five thousand teachers, supervisors, superintendents, and other school workers have observed the work and have taken part in the conferences for periods ranging from a few days to three weeks.

*Nature of Work to be Offered this Summer*

The work this summer is designed for both elementary and high school teachers. The program will consist of:

1. An Elementary School demonstrating the practical applications of progressive education principles and theory and including activity programs, large units of work, pupil initiative, individual needs, creative thinking, and character development. The Ele-

mentary Demonstration School will be the center for all phases of progressive education work for elementary teachers.

2. A High School demonstrating the practical applications of progressive education principles and theory. The features characterizing the work of the Elementary School will be shown also in the High School, which will be the center for all phases of the progressive education work for high school teachers.
3. College credit courses in progressive education.
4. An Integrated Subject Matter Course.
   A subject matter course, largely in the social science field, dealing with materials needed by elementary and high school teachers for the core in the state curriculum program.
5. Joint Curriculum and Progressive Education Conference. Date to be announced later.

*College Credit Work in Progressive Education*

1. An Integrated Education Course ——Credit, 6 semester hours. Students desiring to devote their entire time to education work may enroll in this course, directed by Mr. Ralph E. Boothby. Demonstration school teachers and education teachers will assist. Each student in the course will choose two or three major interests for concentrated work. One short general meeting each day, and seminars, study groups, conferences, laboratory work, and observation in the demonstration school, as needed, will constitute the day's work. Credit for this course may be distributed in accordance with the amount of time devoted to the several interests.

   The several interests which may be pursued in this course are:

   A. Principles of elementary education.
   B. Principles of secondary education.
   C. Directed observation in the lower elementary grades, in the upper elementary grades, or in the high school grades.
   D. Art as it functions in a progressive school.
   E. Music as it functions in a progressive school.
   F. Physical education as it functions in a progressive school.
   G. Methods of teaching the several subjects in a progressive elementary school.
   H. Methods of teaching English, social science, and science in junior and senior high school.
   I. Principles of Education.
   J. Curriculum laboratory.

2. An Integrated Subject Matter Course. Social Science S401, S402. This course will deal with subject matter, largely within the

social science field, of the type needed by the elementary and high school teachers for the core in the state curriculum program. The course will deal with materials needed in attacking contemporary and community problems. Source materials on such problems as poverty, crime, relief, race, agriculture, industrial relations, rural economics, housing, etc., will be developed. Off-campus authorities will be brought in for help. Credit, 6 semester hours.

3. Other Courses in Progressive Education.
Students who desire to devote only a part of their time to the Progressive Education Program may register for progressive education courses listed under Education. Credit, 2 or 3 semester hours.

The Progressive Education Summer Program should appeal to all teachers, administrators, and students of education interested in the new education. It should appeal to the following classes of students:

A. Those who attend summer school for the progressive education alone. A full term's work carrying six semester hours of credit may be taken.

B. Those who desire to take one or two courses in progressive education and one or two courses in other fields.

C. Those teachers who are interested in modifying their teaching to conform to the philosophy underlying the Alabama Curriculum Revision Program. The work in the Demonstration Schools will demonstrate the type of work contemplated in the Core Curriculum.

*Cost of Six Weeks' Courses*

Those attending for six weeks and taking six semester hours of credit will pay from $50.50 to $53.50 for room, board, laundry, tuition, library fee, recreation fee, medical fee, and other fixed charges. The cost is the same for all students rooming in the dormitories and taking six semester hours of work.

*Pupils Eligible for Demonstration Schools*

A limited number of pupils outside of the town of Montevallo can be accepted in the Demonstration Elementary and High Schools. No fees will be charged for elementary or junior high school pupils. Senior high pupils who do not attend this school regularly will pay a registration fee of $3.00 each and a tuition fee of $4.00 for each one-half unit of work. Senior high school girls may secure room and board in the College dormitories. Other Demonstration School pupils must make other rooming arrangements. Children cannot be accommodated in the College dormitories.

Pupils not living in Montevallo who desire to attend the Demon-

stration Schools should apply to the Director of the Summer School as early as possible.

## WORK ON STATE CURRICULUM REVISION PROGRAM

The College is cooperating with the State Department of Education in its elementary and high school curriculum revision program. This summer three curriculum courses will be offered:

1. Orientation in Curriculum Making.
2. Techniques of Curriculum Making.
3. Laboratory in Curriculum Making.

The Curriculum Laboratory will be conducted in close cooperation with the Progressive Education Program. The development of large units of work to be taught in the Demonstration School will be part of the work of the Curriculum Laboratory.

The Curriculum Laboratory will develop guidance materials to be used by the teachers of the State in the curriculum revision program which is to extend over a period of several years.

## NON-CREDIT SHORT COURSES

*Art Workshop.* Students may do intensive work for short periods in any of the fields of art included in the regular courses. No previous training is required, but a student must have had business or teaching experience, or some acquaintance with art. Work may be taken with guest teacher. (See page 19.) Credit may be received for this work if the student attends six weeks.

*Music Workshop.* Students may do intensive work for short periods in any of the fields of music included in the regular courses. Credit may be received for this work if the student attends six weeks.

## MISCELLANEOUS FEATURES

*Alabama Writers' Conclave—June 21-24*

The annual Alabama Writers' Conclave will be held at the College June 21-24. The programs may be attended by Summer School students, and frequently lecturers at the meetings are available also for special addresses to the student body.

*Joint Curriculum and Progressive Education Conference*

Announcement concerning the details of this conference will be made later.

*Career Conference for High School Girls—June 28-July 1*

The sixth annual Career Conference for young women enrolled in

high schools of the state will be held at the College June 28-July 1. Outstanding guidance specialists will conduct the general meetings and hold personal conferences on the problem of choosing a career, and diagnostic tests will be given to assist in discovering individual aptitudes. Official attendance is limited to representatives drawn from the upper twenty-five per cent of the graduating classes.

*School of Instruction for Vocational Home Economics Teachers—July 24-August 12*

The purpose of this special three weeks' course for Alabama teachers of vocational home economics is to give specific aid in organizing the year's program, in setting up standards, and in applying modern methods to home economics instruction. For more complete information, see announcement of the School of Home Economics on page 30.

*Annual Meeting of the Future Homemakers Association July 28-29*

This conference is composed of high school girls who take vocational home economics work. Information relative to eligibility and other details of the meeting may be secured by writing to Miss Mary Ling Hayley, Montevallo, Alabama.

## ENTERTAINMENT FEATURES

Among the recreation and entertainment features planned for the summer session are: motion pictures; invitation and informal dances; music recitals by faculty members; addresses by visiting lecturers; plays and other stage performances by students; swimming in college pool; tennis, baseball, shuffleboard, and other athletic features; hikes and camp suppers; use of college camp facilities; evening play and song hours; reception to students by faculty.

*Those who play band or orchestral instruments should bring such instruments if they desire to participate in the Summer School Band and Orchestra.*

# COST OF ATTENDANCE

## FIRST TERM

| | |
|---|---|
| *Room, board and laundry | $33.00-$36.00 |
| Matriculation fee | 3.00 |
| Physician, nurse, hospital and medicine fee | 1.00 |
| Library fee | 1.00 |
| Recreation fee | .50 |
| Fee for six semester hours of work | 12.00 |
| Total | $50.50-$53.50 |

## SECOND TERM

| | |
|---|---|
| *Room, board and laundry | $27.50-$30.50 |
| Physician, nurse, hospital and medicine fee | 1.00 |
| Recreation fee | .50 |
| Fee for six semester hours of work | 12.00 |
| Total | $41.00-$44.00 |

A fee of $2.00 per semester hour is charged for college courses taken for credit. Any student taking more than the above indicated six semester hours per term will be charged $2.00 for each additional hour.

The matriculation fee of $3.00 and the library fee of $1.00 will be paid the second term by students not in attendance the first term.

Laboratory fees per term are as follows:

| | |
|---|---|
| Materials for Progressive Education Course | $ 1.00 |
| Art | 1.00 |
| Biology 350 | 3.00 |
| Biology 101, 102, 201, 202 | 4.50 |
| Biology 300 | 6.00 |
| Physical Science | 4.50 |
| Clothing Courses | 2.00 |
| Foods Courses | 5.00 |
| Other Home Economics Laboratory Courses (each) | 2.00 |
| Individual Speech Instruction— | |
| One semester hour | 18.00 |
| One-half semester hour | 10.00 |

A fee of $4.00 per half-unit of credit is charged for high school courses.

(For music fees, see Music Department, page 33. For special fees for work with guest artist, see Art Department, page 18.)

*The lower charge is made when two persons occupy the same room.

*Reduced Railroad Rates*

The Southeastern Passenger Association has in effect reduced round-trip fares with a six month time limit. Because of such reduced round-trip fares, no special rate for summer school is made.

## EQUIPMENT

The entire equipment of the campus is available for use of Summer School students. This includes dormitories, dining halls, library, auditoriums, administration building, music building, elementary and high school buildings, laundry, home management house, infirmary, gymnasium, swimming pool, athletic fields, and tennis courts.

The library will be open every day of the Summer School session, excepting Sundays, on the following schedule: 7:30 A. M. to 9:00 P. M. from Mondays through Fridays; 8:30 A. M. to 5:00 P. M. on Saturdays.

College students may purchase text books at the supply store in Reynolds Hall, where writing materials are also available. High school students should secure the state-adopted text books from some local depository.

Each student must furnish a pillow, linen, and blankets or comforts. (Only single or three-quarter beds are used.)

## COLLEGE AND HIGH SCHOOL CREDIT

College and high school students will have the privilege of working to remove conditions or to secure advanced standing. Courses satisfactorily completed in the Summer School will be credited in the regular session provided they form part of the regular curriculum.

For further information regarding high school courses, see pages 38 and 39.

## REGISTRATION

Registration for the first term will be held Monday, June 12. Students will be registered on later dates, but full credit may not be given for those entering after June 16. Anyone expecting to register after June 16 should communicate with the director of the Summer School as to credit work allowed late registrants. Class work will begin Tuesday, June 13, at 7:30 A. M. All students who have not registered and paid their fees by 12:00 o'clock, Wednesday, June 14, will pay the late registration fee of $2.00.

Registration for the second term will be held Thursday, July 20, classes beginning the following morning at 7:30 o'clock. All students who have not registered and paid their fees by 12:00 o'clock, Monday, July 24, will pay the late registration fee of $2.00.

The advance room reservation fee of $2.00 will be refunded to a student who is unable to attend, provided the Director of the Summer

School is notified by June 1. The Application for Admission blank is on the last page of this bulletin.

*Regular Summer School students must have the approval of the President of the College or the Director of the Summer School before they can secure room and board in the town of Montevallo instead of at the College.*

## INTRODUCTION OF NEW COURSES AND ELIMINATION OF ANNOUNCED COURSES

The right is reserved to introduce new courses for which there is adequate demand and to eliminate courses for which the enrollment is insufficient.

## TEACHERS' CERTIFICATES

Requirements for the issuance, renewal, or reinstatement of most of the several types of Alabama teachers' certificates may be met in full or in part by work completed in summer school. Those interested in securing a certificate through summer school work at Alabama College may obtain full information from the summer school director. Those interested in reinstating a certificate are requested to bring their old ones with them.

Work at Alabama College does not lead to the reinstatement of Class E certificates.

# DEPARTMENTAL ANNOUNCEMENTS

## Art

### FIRST TERM

SPECIAL WORK WITH GUEST ARTIST, MARYA WERTEN,
*Head, Polish Division, International School of Art*

Marya Werten, Head of the Polish Division of the International School of Art, has been secured for the first term of the Summer School. Miss Werten comes to the campus directly from Poland, but she has conducted summer classes for a number of years in the leading art centers of the United States. Miss Werten's connection with the Summer School this summer is in line with the policy of the college to bring to the campus each summer an outstanding guest teacher in at least one field of instruction.

Work with Miss Werten should appeal not only to artists and teachers of art, but also to home economics and regular teachers who would like to develop appreciation and understanding of art in every-day living. Miss Werten is especially successful in developing latent art power in her students. Color and design will be given special attention.

Students may register for full-time work for six weeks, part-time work for six weeks, or full-time work for periods of one or more weeks. College credit may be arranged, if desired, for those attending the six-weeks term.

### EXPENSES FOR WORK WITH GUEST ARTIST

For Six Weeks Term—

| | |
|---|---|
| Room, board, laundry in college | $33.00 |
| Special and college fees | 30.00 |
| Total charges by college for term | $63.00 |

For One or More Weeks—

| | |
|---|---|
| Room, board, laundry in college per week | $ 7.50 |
| Special fees per week | 7.50 |
| Total charges by college for week | $15.00 |

The charge for room, board and laundry is $33.00 when two people occupy the same room in the dormitory and furnish linens. Art materials are not furnished by the college and may be purchased locally.

ART S111. ART STRUCTURE.

A study of the structural elements of art: line, tone and color. Consideration of these in relation to architecture, painting and sculp-

ture. Original problems, supplementary reading, and discussion. Credit, 3 semester hours.

ART S112. ART STRUCTURE.
A continuation of Art S111. Credit, 3 semester hours.

ART S150. ART IN HOME ECONOMICS.
A study of the structural elements of art in relation to the home. Original problems, reading and discussion to develop appreciation and understanding rather than skill. Credit, 3 semester hours.

ART S201. PAINTING.
A beginning study of color and form as used in painting. Progressive problems planned to develop the power of self expression. Credit, 2 semester hours.

ART S202. PAINTING.
A continuation of Art S201. Credit, 2 semester hours.

ART S241. POTTERY.
Designing and building pottery. Work with clay, glazes and firing. Credit, 2 or 3 semester hours.

ART S242. POTTERY.
A continuation of Art S241. Credit, 2 or 3 semester hours.

ART S300.1. THE TEACHING OF ART.
A study of the structural elements of art as a foundation for understanding the theory and methods of teaching art in the elementary school. Credit, 2 semester hours.

ART S350.1. METHODS OF TEACHING ART.
(See Education 350.1 in the regular session catalog.) Prerequisite: Art 300.1 or the equivalent. Section I, for students pursuing the Bachelor of Arts degree with training in elementary education. Credit, 2 semester hours. Section II, for students with a major in Art. Emphasis on teaching art in the secondary schools. Credit, 3 semester hours.

ART S400. THE ART WORKSHOP.
Students may do intensive work for short periods in any of the fields of art included in the regular courses. No previous training is required, but a student must have had business or teaching experience, or some acquaintance with art. Credit, 1 to 6 semester hours for those attending six weeks.

ART S410. THE ART WORKSHOP.
For senior majors and minors in art. Students must at some time during the year have an exhibition or demonstration which is open to the public. The work is on an individual basis, being selected from the following fields: architecture, design, painting, sculpture. Credit, 2 to 6 semester hours for those attending six weeks.

## SECOND TERM

ART S111. ART STRUCTURE.

A study of the structural elements of art: line, tone and color. Consideration of these in relation to architecture, painting and sculpture. Original problems, supplementary reading, and discussion. Credit, 3 semester hours.

ART S112. ART STRUCTURE.

A continuation of Art S111. Credit, 3 semester hours.

ART S150. ART IN HOME ECONOMICS.

A study of the structural elements of art in relation to the home. Original problems, reading and discussion to develop appreciation and understanding rather than skill. Credit, 3 semester hours.

ART S201. PAINTING.

A beginning study of color and form as used in painting. Progressive problems planned to develop the power of self expression. Credit, 2 semester hours.

ART S202. PAINTING.

A continuation of Art S201. Credit, 2 semester hours.

ART S241. POTTERY.

Designing and building pottery. Work with clay, glazes and firing. Credit, 2 or 3 semester hours.

ART S242. POTTERY.

A continuation of Art S241. Credit, 2 or 3 semester hours.

ART S300.1. THE TEACHING OF ART.

A study of the structural elements of art as a foundation for understanding the theory and methods of teaching art in the elementary school. Credit, 2 semester hours.

ART S400. THE ART WORKSHOP.

Students may do intensive work for short periods in any of the fields of art included in the regular courses. No previous training is required, but a student must have had business or teaching experience, or some acquaintance with art. Credit, 1 to 6 semester hours for those attending six weeks.

ART S410. THE ART WORKSHOP.

For senior majors and minors in art. Students must at some time during the year have an exhibition or demonstration which is open to the public. The work is on an individual basis, being selected from the following fields: architecture, design, painting, sculpture. Credit, 2 to 6 semester hours for those attending six weeks.

# Biology

## FIRST TERM

Biology S101. Survey Course in the Biological Sciences.

A course primarily for students pursuing the A.B. degree who do not plan further work in biology. Brief consideration of a few representative forms of the plant and animal phyla as to structure, function, and their relationship to each other and to man. Three lectures and four laboratory-demonstration periods a week. Credit, 3 semester hours.

Biology S201. General Biology.

Brief consideration of a few representative forms of the four phyla of the plant kingdom; the cell, cell division, and functions of cells; the kind, structure, and uses of the root, stem, leaves, buds, fruits, and seeds; a few animal forms representative of the invertebrate phyla, namely: Amoeba, Paramecium, Euglena, Hydra, Obelia, Gonionemus, Planaria, Ascaris, Earthworm, and an Arthropod. Three lectures and four laboratory-demonstration periods a week. Credit, 3 semester hours.

Biology S300. Bacteriology.

A study of the morphology, physiology, and cultivation of bacteria, yeast, and molds. Special consideration is given the relation of microorganisms to the preservation, preparation, and handling of foods; their relation to water and milk supply and sewage disposal; the organisms that cause disease and that are occasionally found in various foods, water, and milk. The course is adapted to needs of students taking home economics and of those desiring to become acquainted with the fundamental principles of bacteriology and sanitation. Three lectures and five laboratory periods a week. Credit, 3 semester hours.

Biology S350. Field Biology.

A course designed for teachers who are preparing to teach in elementary schools. Those who will teach biology in high school will be greatly benefited also by the information on outdoor life, and the practice in finding, assembling and using this information in teaching. A study of plants and animals in the field, with emphasis on study of birds, insects, local flora, and wild life in general. Studies in nature are demonstrated by assigned projects. Two lectures and three laboratory periods a week. Credit, 2 semester hours.

## SECOND TERM

Biology S102. Survey Course in the Biological Sciences.

A continuation of Biology S101. Emphasis on human physiology and hygiene, heredity, eugenics, and evolution. Credit, 3 semester hours.

BIOLOGY S202. GENERAL BIOLOGY.

A study of the frog and man as representative of the vertebrates, with special emphasis on the human body. Some consideration is given genetics, evolution, practical aspects of biology, and the makers of biology. Four lectures and four laboratory periods a week. Credit, 3 semester hours.

# Education

## FIRST TERM

EDUCATION S320. PSYCHOLOGY OF SECONDARY EDUCATION.

Discussion of mental processes of high school students in studying, with emphasis on the work of learning rather than of teaching. Consideration of maturity of the high school pupil; psychological distinction between the elementary and the high school pupil; psychology of mathematics, English, foreign languages, fine arts, practical arts, natural sciences, social sciences, physical education, and administration. The purpose is to acquaint the prospective teacher with methods applied to subjects other than her own, thus decreasing the danger of narrow formalism in teaching. Credit, 3 semester hours.

EDUCATION S311 OR S321. METHODS OF TEACHING READING IN THE ELEMENTARY GRADES.

In Education S311 the emphasis is placed upon work in the lower elementary grades, and in Education S321 the emphasis is placed upon work in the upper elementary grades. Either Education S311 or S321 required of all students taking the four-year elementary curriculum. Credit, 2 semester hours.

EDUCATION S312 OR S322. METHODS OF TEACHING SOCIAL SCIENCE IN THE ELEMENTARY GRADES.

In Education S312 the emphasis is placed upon work in the lower elementary grades, and in Education S322 the emphasis is placed upon work in the upper elementary grades. Either Education S312 or S322 required of all students taking the four-year elementary curriculum. Credit, 2 semester hours.

EDUCATION S350.2. METHODS OF TEACHING ENGLISH.

Required of all students pursuing the Bachelor of Arts degree with training in secondary education and with a major or a minor in English. Credit, 3 semester hours.

EDUCATION S350.4. METHODS OF TEACHING HISTORY.

Required of all students pursuing the Bachelor of Arts degree with training in secondary education and a major or a minor in history. Credit, 3 semester hours.

EDUCATION S350.8. METHODS OF TEACHING SCIENCE.

Required of students with a major or a minor in science who are preparing to teach. Credit, 3 semester hours.

EDUCATION S370. DIRECTED OBSERVATION IN THE ELEMENTARY GRADES.
Observation in the Training School. The work is organized on the activity basis advocated by the proponents of progressive education. Credit, 2 semester hours.

EDUCATION S381. A FIRST COURSE IN PROGRESSIVE EDUCATION IN THE ELEMENTARY GRADES.
Credit, 2 semester hours.

EDUCATION S382. A SECOND COURSE IN PROGRESSIVE EDUCATION IN THE ELEMENTARY GRADES.
For students who have had the equivalent of the first course of this type. Credit, 2 semester hours.

EDUCATION S391. A FIRST COURSE IN PROGRESSIVE EDUCATION IN THE HIGH SCHOOL.
Credit, 2 semester hours.

EDUCATION S410. EXTRA-CURRICULAR ACTIVITIES.
Special attention is given values of extra-curricular activities in high school as they affect attitudes. Credit, 2 semester hours.

EDUCATION S421 or S431. METHODS OF TEACHING LANGUAGE AND SPELLING IN THE ELEMENTARY GRADES.
In Education S421 the emphasis is placed upon work in the lower elementary grades, and in Education S431 the emphasis is placed upon work in the upper elementary grades. Either Education S421 or S431 required of all students taking the four-year elementary curriculum. Credit, 2 semester hours.

EDUCATION S430. DIRECTED OBSERVATION IN HIGH SCHOOL.
Observation in the Training School and discussion of the more common high school subjects. Arranged for students with majors in the A.B. secondary curriculum. The work is organized on activity basis advocated by the proponents of progressive education. Credit, 2 semester hours.

EDUCATION S442. ORIENTATION IN CURRICULUM MAKING.
A first course taking up the basic principles underlying the curriculum, the need for curriculum changes, and discussion of the curriculum on the different school levels. Credit, 2 semester hours.

EDUCATION S452. TECHNIQUES IN CURRICULUM CONSTRUCTION.
A second course which, assuming a knowledge of the principles underlying the curriculum, includes a study of techniques in obtaining the objectives set up. Credit, 2 semester hours.

EDUCATION S460. TESTS AND MEASUREMENTS IN SECONDARY EDUCATION.
A course designed to give an understanding of the significance of modern testing procedures, and to furnish actual experience in administering tests and evaluating their results. Both old and new types of tests and examinations are studied critically. Also study of theory

of testing, including elementary statistical procedures and their application to classroom use. Practice in preparing and giving tests, and in scoring papers. Open to seniors. Credit, 2 semester hours.

EDUCATION S462. LABORATORY COURSE IN CURRICULUM CONSTRUCTION.

A course for advanced students only. Designed for individual interests, with practical work in curriculum construction and in building curriculum practices. Credit, 2 semester hours.

EDUCATION S490. PHILOSOPHY OF EDUCATION.

A summarization of the problems of teaching. An objective is the formulation of a definite philosophy of education by each student. Required of all students in the A.B. curriculum for secondary and elementary education. Credit, 2 semester hours.

INTEGRATED COURSE IN PROGRESSIVE EDUCATION.

Students desiring to take all of their work in the Progressive Education Program may enroll for six semester hours under the supervision of Mr. Boothby. The credit for this course may be distributed in accordance with the amount of time devoted to the several interests. Students interested in either elementary or secondary education may enter the course. Credit, 6 semester hours.

INTEGRATED SUBJECT MATTER COURSE. SOCIAL SCIENCE S401, S402.

See page 36. Credit, 6 semester hours.

## SECOND TERM

EDUCATION S300. SCHOOL MANAGEMENT.

General classroom problems of the elementary teacher, including discipline, school records, and school hygiene. Credit, 2 semester hours.

EDUCATION S310. PRINCIPLES OF HIGH SCHOOL TEACHING.

Problems applicable to all high school teachers, such as discipline, class management, examinations, and teachers' reports. Required of all applicants for the college secondary class B certificate, and for special certificates to teach in high school. Open to all juniors. Credit, 3 semester hours.

EDUCATION S312 or S322. METHODS OF TEACHING SOCIAL SCIENCE IN THE ELEMENTARY GRADES.

In Education S312 the emphasis is placed upon work in the lower elementary grades, and in Education S322 the emphasis is placed upon work in the upper elementary grades. Either Education S312 or S322 required of all students taking the four-year elementary curriculum. Credit, 2 semester hours.

EDUCATION S422. PUBLIC EDUCATION IN THE UNITED STATES.

A discussion of the development of the American school system. its beginning and organization. Required of all students in the elementary curriculum. Credit, 2 semester hours.

EDUCATION S432. TEST CONSTRUCTION.

A course based on recognition of the need for teachers trained in the technique of making the greater part of their own class tests rather than depending largely on standardized tests. Tests prepared by teachers and criteria for desirable tests are examined critically in the light of modern test construction methods. The student selects from her major field a textbook now in use in the Alabama high schools and prepares class tests based on its content. Credit, 2 semester hours.

EDUCATION S472. ADMINISTRATION OF SCHOOL ATTENDANCE.

A course adapted to needs of students preparing for school attendance work. The relation of the county superintendent and county supervisor to the school attendance officer is discussed. Credit, 2 semester hours.

EDUCATION S481. ELEMENTARY SCHOOL ADMINISTRATION.

Open to a limited number of students with special talent for this type of work. This course is of particular value to prospective elementary school principals and supervisors. Prerequisite: senior standing in the A.B. elementary course. Credit, 2 semester hours.

EDUCATION S490. PHILOSOPHY OF EDUCATION.

A summarization of the problems of teaching. An objective is the formulation of a definite philosophy of education by each student. Required of all students in the A.B. curriculum for secondary and elementary education. Credit, 2 semester hours.

# English

## FIRST TERM

ENGLISH S101. FRESHMAN ENGLISH.

Practice writing in the commoner forms of composition with emphasis on the basic skills. Required in all curricula. Credit, 3 semester hours.

ENGLISH S102. FRESHMAN ENGLISH.

A continuation of the practice writing begun in S101 with reading in recent literature. Required in all curricula. Credit, 3 semester hours.

ENGLISH S201. DEVELOPMENT OF MODERN LITERATURE.

A survey of the thought and art tendencies of the early 19th century, especially as expressed in English literature from 1800 to 1832. Credit, 3 semester hours.

ENGLISH S202. DEVELOPMENT OF MODERN LITERATURE.

A survey of the thought and art tendencies revealed in English literature from 1830 to 1914. Credit, 3 semester hours.

ENGLISH S451. SHAKESPEARE.

An advanced course. Prerequisite: English 201 and 202 or the equivalent. Credit, 3 semester hours.

ENGLISH S481. PROBLEMS IN AMERICAN LITERATURE.

An advanced course in selected problems related to the development of American literature to 1850. Credit, 3 semester hours.

### SECOND TERM

ENGLISH S102. FRESHMAN ENGLISH.

A continuation of the practice writing begun in S101 with reading in recent literature. Required in all curricula. Credit, 3 semester hours.

ENGLISH S202. DEVELOPMENT OF MODERN LITERATURE.

A survey of the thought and art tendencies revealed in English literature from 1830 to 1914. Credit, 3 semester hours.

ENGLISH S461. ADVANCED ENGLISH GRAMMAR.

Critical problems in present grammatical usage viewed in the light of comparative grammar and the history of the language. Prerequisite: sophomore English. Credit, 3 semester hours.

ENGLISH S482. PROBLEMS IN AMERICAN LITERATURE.

An advanced course in selected problems related to the development of American literature since 1850. Credit, 3 semester hours.

## Health and Physical Education

### FIRST TERM

PHYSICAL EDUCATION S120. BEGINNING SWIMMING.

Credit, 1 semester hour.

PHYSICAL EDUCATION S220. INTERMEDIATE SWIMMING.

Credit, 1 semester hour.

PHYSICAL EDUCATION S240. RECREATIONAL LEADERSHIP.

A brief survey of the field of recreational leadership, including methods and practice in planning large parties suitable for recreation centers and churches; materials which could be included in the leadership of such clubs for adolescent girls as Camp Fire Girls, Girl Reserves, Girl Scouts, and 4-H Club Girls; hiking, handicraft, nature lore, and cooking out-of-doors. Credit, 2 semester hours.

PHYSICAL EDUCATION S300.7. METHODS AND MATERIALS FOR ELEMENTARY SCHOOLS.

Activities, materials, and methods in physical education as adapted to unit teaching in the elementary school; and lesson planning, directed observation in the training school, and study of the State program in physical education. Opportunity for the observation and teach-

ing of games and rhythms on the elementary school level. Directions for making home-made equipment. Credit, 2 semester hours.

PHYSICAL EDUCATION S320. ADVANCED SWIMMING.
Life saving may be included, if desired. Credit, 1 semester hour.

PHYSICAL EDUCATION S350.7. METHODS AND MATERIALS FOR SECONDARY SCHOOLS.
A study of the state point system for high school girls with emphasis on material, organization, record keeping and methods. Directions for making home-made equipment. Credit, 2 or 3 semester hours.

PHYSICAL EDUCATION S110, S210, S310, S410. GENERAL ACTIVITIES.
A course in tennis, folk dancing, social dancing, and badminton will be arranged to meet individual needs. May be substituted for activity courses offered during the regular session. Credit, 1 semester hour.

PHYSICAL EDUCATION S351. HEALTH EDUCATION.
A survey in the field of health education and study of teaching principles involved in the presentation of health work. Credit, 2 or 3 semester hours.

### SECOND TERM

PHYSICAL EDUCATION S120. BEGINNING SWIMMING.
Credit, 1 semester hour.

PHYSICAL EDUCATION S220. INTERMEDIATE SWIMMING.
Credit, 1 semester hour.

PHYSICAL EDUCATION S320. ADVANCED SWIMMING.
Life saving may be included, if desired. Credit, 1 semester hour.

PHYSICAL EDUCATION S110, S210, S310, S410. GENERAL ACTIVITIES.
A course in tennis, folk dancing, social dancing, and badminton will be arranged to meet individual needs. May be substituted for activity courses offered during the regular session. Credit, 1 semester hour.

Additional courses will be offered if there is sufficient demand.

## History

### FIRST TERM

HISTORY S111. SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES.
A history of the United States from Colonial Times to 1830. A course for students in the School of Home Economics. Credit, 3 semester hours.

HISTORY S201. HISTORY OF THE UNITED STATES.
A study of colonial America and the development of the United States to 1830. Prerequisite: History 101 and 102. Credit, 3 semester hours.

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GEOGRAPHY S231. ELEMENTS OF GEOGRAPHY.

Required of students taking the Bachelor of Arts degree with training in elementary education. Elective for others. Credit, 3 semester hours.

POLITICAL SCIENCE S301. INTRODUCTION TO POLITICAL SCIENCE.

A study of politics and government in the United States with reference to the national government. Credit, 3 semester hours.

### SECOND TERM

HISTORY S112. SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES.

A history of the United States from 1830 to the present. A course for students in the School of Home Economics. Credit, 3 semester hours.

HISTORY S202. HISTORY OF THE UNITED STATES.

A survey of the history of the United States from 1830 to the present. Prerequisite: History 101 and 102. Credit, 3 semester hours.

GEOGRAPHY S232. GEOGRAPHY OF NORTH AMERICA.

Required of students taking the Bachelor of Arts degree with training in elementary education. Elective for others. Credit, 3 semester hours.

POLITICAL SCIENCE S302. INTRODUCTION TO POLITICAL SCIENCE.

A continuation of Political Science S301. Credit, 3 semester hours.

POLITICAL SCIENCE S351. STATE AND LOCAL GOVERNMENT.

With special emphasis on the government of Alabama. Credit, 3 semester hours.

## Home Economics

### FIRST TERM

HOME ECONOMICS S310. HOUSE FURNISHING.

Selection and arrangement of furniture and furnishings according to need, use, appearance and income. Prerequisite: Art 150. Fee, $2. Credit, 2 semester hours.

HOME ECONOMICS S380. NUTRITION AND DIETETICS.

A study of the processes involved in the utilization of food by the body and of the nutritional needs of different members of the family group. Prerequisite: Biology 202; Physical Science 231. Fee, $5. Credit, 3 semester hours.

HOME ECONOMICS S390. METHODS OF TEACHING HOME ECONOMICS IN HIGH SCHOOLS.

A study of accepted educational principles applied to home economics teaching in high schools. Prerequisite or parallel: Education 310; junior standing in home economics. Credit, 3 semester hours.

HOME ECONOMICS S400. CHILD GROWTH AND DEVELOPMENT.

A study of the development, care and training of the infant and pre-school child. Special emphasis is given the importance of home relationship. Nursery school observation is included. Prerequisites: Psychology 250 or equivalent; Sociology 330; Home Economics 350, 380. Fee, $2.00. Credit, 3 semester hours.

HOME ECONOMICS S401. HEALTH OF THE FAMILY.

A study of public and preventive health measures as affecting family health; study, demonstration, and practice in home care of the sick. Prerequisite: senior standing in home economics. Credit, 1 semester hour.

HOME ECONOMICS S410. THE HOUSE.

Study of housing standards; factors influencing the selection of family shelter; house designing and planning in relation to family needs and income. Prerequisite: Home Economics 310. Credit, 2 semester hours.

HOME ECONOMICS S420. HOUSEHOLD EQUIPMENT.

Selection, care, and use; simple repairs. Prerequisite: Physical Science 340; Home Economics 320. Fee, $2.00. Credit, 2 semester hours.

HOME ECONOMICS S430. HOME MANAGEMENT.

The home situation as it is influenced by training. Study of consumption, use of leisure time, and schedule. Credit, 2 semester hours.

HOME ECONOMICS S460. PROBLEMS IN HOME ECONOMICS.

An individual problem selected by the student, with approval of the director of the School, is worked out with guidance and supervision of an assigned staff member. Hours to be arranged. Credit, 1 to 4 semester hours.

HOME ECONOMICS S492. VOCATIONAL EDUCATION IN HOME ECONOMICS.

A study of the national and state programs for vocational education and their relation to the home economics program with special emphasis on the Alabama vocational home economics program. Prerequisite: Home Economics 490. Credit, 3 semester hours.

## SCHOOL OF INSTRUCTION FOR VOCATIONAL HOME ECONOMICS TEACHERS

JULY 24-AUGUST 12

XXIIa. Building a Home Economics Program.

Understanding the value of building a vocational home economics program on individual, home, and community activities and experiences. Problems such as determining aims, planning learning experiences, and evaluating teacher and pupil progress will be dealt with in such a way that they will be seen as a part of the whole program.

XXIIb. Special Problems. (A continuation of XXIIa.)

Providing time for the purpose of giving groups a chance to get together informally to further discuss and experiment with some of the beliefs, policies and problems developed in course XXIIa.

XXVIa. Developments in the Vocational Home Economics Program.

Studying work being done in various home economics programs of the state. Considering the function of such work in vocational home economics programs and its relationship to the whole school program. Determining further possibilities for strengthening the vocational home economics program and its relationship to the whole school program.

XXVIb. Special Problems. (A continuation of XXVIa.)

Allowing more time for workshop in teaching situations, teaching plans and teaching materials.

XXVII. Workshop for Special Problems. (No credit. Voluntary.)

Providing an opportunity for teachers to receive help with special problems. Plans will be made to meet the requests which teachers express for help with problems in developing home projects, adult classes, F. H. A. activities, and class room activities. The workshop will be scheduled at a time that no other classes are meeting. Attendance will be voluntary.

XXVIII. Workshop in Art. (No Credit. Voluntary.)

Providing an opportunity for teachers to work with various handicrafts and to make a study of various hobbies involving art training. The workshop will be scheduled so that teachers may attend at times when they are not scheduled for regular class work. Individual interests of teachers will be considered. Attendance is voluntary. Fee.

XXIV. Child Development.

Studying development, care and training of children of pre-school age with an emphasis on the relationships of the entire family.

XX. Art in Everyday Living.

Providing an increased opportunity to use art in our daily lives, giving a chance to see greater possibilities in personal grooming, cloth-

ing, home economics department and in one's own home. Art as it relates to other functional units will receive emphasis.

XXI. Home and Family Living.

Determining points of view and methods influencing the maintenance of desirable family relationships. Some time will be given to working out suggestions for helping parents and children improve relationships.

XXV. Management in the Home Economics Program.

Emphasizing the teacher's use of time and energy in planning and developing vocational home economics programs. Considering management of the home economics department including special problems in the care and repair of furnishings and equipment.

# Mathematics

## FIRST TERM

Mathematics S101. A Survey Course in College Mathematics.

A study of certain fundamentals of college algebra, trigonometry, analytic geometry, and calculus, with the function concept as an integrating idea underlying the whole course. Emphasis on the application of mathematics, particularly in the physical sciences. Designed for students who plan only one year in college mathematics as well as for those who major and minor in mathematics. Prerequisite: high school algebra and plane geometry. Credit, 3 semester hours.

Mathematics S201. Analytic Geometry.

A continuation of coordinate geometry, begun in 101 and 102, with emphasis on the conic sections and equation of the second degree. Required of students with a major or minor in mathematics. Credit, 3 semester hours.

## SECOND TERM

Mathematics S102. A Survey Course in College Mathematics.

Continuation of S101. Credit, 3 semester hours.

Mathematics S202. Analytic Geometry.

Continuation of S201. Credit, 3 semester hours.

# Modern Languages

## *FIRST TERM*

## FRENCH

French S101. Elementary French.

Grammar, pronunciation, reading of modern authors, composition, and collateral reading. Credit, 3 semester hours.

French S201. Modern Prose, Poetry and Drama.

Rapid reading, in class, of representative works of modern authors;

collateral reading; review of syntax; composition; conversation. Prerequisite: two years of preparatory French or one year of college French. Credit, 3 semester hours.

### SPANISH

SPANISH S101. ELEMENTARY SPANISH.

A beginning course, emphasizing reading and pronunciation. Credit, 3 semester hours.

SPANISH S201. SPANISH LIFE.

Rapid reading, in class, in representative works of modern authors; collateral reading; review of syntax; composition; conversation. Prerequisite: two years of preparatory Spanish or one year of college Spanish. Credit, 3 semester hours.

*SECOND TERM*

### FRENCH

FRENCH S102. ELEMENTARY FRENCH.

Continuation of French S101. Credit, 3 semester hours.

FRENCH S202. MODERN PROSE, POETRY AND DRAMA.

Continuation of French S201. Credit, 3 semester hours.

### SPANISH

SPANISH S102. ELEMENTARY SPANISH.

Continuation of Spanish S101. Credit, 3 semester hours.

SPANISH S202. SPANISH LIFE.

Continuation of Spanish S201. Credit, 3 semester hours.

## Music

### FIRST TERM

Work in the Music Department for the summer session will be offered in the four fields of applied music, school music, theory, and wind and string pedagogy. A large variety of the regular college credit courses in these fields will be offered. Special courses, carrying credit for those who study for six weeks and non-credit for those who study for shorter periods, will be arranged as needed.

*Applied Music*

Applied music work may stress either technique and performance or pedagogy according to the needs of the student. The applied music courses will be offered as follows:

| | |
|---|---|
| Organ | Harrison D. LeBaron |
| Piano | Miecislaw Ziolkowski |
| Violin | Josephine Waller |
| Voice | Katherine Farrah |

*School Music*

Courses in methods, techniques and materials of school music for both the elementary and high school will be offered as follows:

| | |
|---|---|
| Methods | Katherine Farrah |
| Demonstration | Josephine Waller |

*Theory*

Music theory courses will be adapted to stages of advancement from first-year harmony through composition. There will be also a special problem course, designed for the pre-college stage of advancement in elementary theory.

*Wind and String Pedagogy*

The development of technique with the various instruments of the orchestra and band, band organization, materials, and conducting will constitute the basic work of this course. The school is well equipped with the necessary instruments.

*Pre-band Instruction*: A course in pre-band training, especially from the general grade teacher's point of view, will be offered. Rhythm band instruments are available for actual study and use by members of the class.

## COURSE NUMBERS AND CREDIT

Courses corresponding to regular college courses will carry the numbers and credit given in the college catalog. Courses which do not correspond to the regular college courses will carry credit based on the amount of work planned and will carry numbers as follows:

| | |
|---|---|
| Applied Music | S131, 132 |
| School Music | S141, 142 |
| Theory | S151, 152 |
| Wind and String Pedagogy | S161, 162 |

## MUSIC FEES

All courses carry the regular fee of $2.00 per credit hour. Applied Music carries the credit hour charge plus a charge of $2.00 per lesson. The minimum number of lessons for one credit hour is six: for two hours, twelve. Practice is included in the above charges.

## SECOND TERM

Instruction in the school of music during the second term will be offered by Mr. LeBaron and Mr. Ziolkowski. Those interested in music study during the second term should consult the Director of the School of Music before July 10.

# Physical Science

## FIRST TERM

PHYSICAL SCIENCE S101. SURVEY IN THE PHYSICAL SCIENCES.

This course initiates the student into the various fields of the physical sciences with a view to having her cultivate an appreciation of the natural phenomena with which she is in daily contact. Physical principles rather than factual information are stressed. Identical with first semester's work of the regular session. Credit, 3 semester hours.

PHYSICAL SCIENCE S111. GENERAL CHEMISTRY.

This course embraces a study of the common elements and their related compounds, along with fundamental chemical laws, theories, etc. Identical with first semester's work of the regular session. Credit, 3 semester hours.

PHYSICAL SCIENCE S231. ORGANIC CHEMISTRY.

A course in organic chemistry for students with a major in home economics. Identical with first semester's work of the regular session. Credit, 3 semester hours.

PHYSICAL SCIENCE S340. PHYSICS.

An elementary course in general physics with emphasis on the practical application of these principles to home appliances. This course is designed for students with a major in home economics. Credit, 3 semester hours.

## SECOND TERM

PHYSICAL SCIENCE S102. SURVEY IN THE PHYSICAL SCIENCES.

A continuation of Physical Science S101. Credit, 3 semester hours.

PHYSICAL SCIENCE S112. GENERAL CHEMISTRY.

A continuation of Physical Science S111. Credit, 3 semester hours.

PHYSICAL SCIENCE S232. PHYSIOLOGICAL CHEMISTRY.

A course in physiological chemistry for students with a major in home economics. Credit, 3 semester hours.

PHYSICAL SCIENCE S340. PHYSICS.

An elementary course in general physics with emphasis on the practical application of these principles to home appliances. This course is designed for students with a major in home economics. Credit, 3 semester hours.

# Psychology

## FIRST TERM

PSYCHOLOGY S200. EDUCATIONAL PSYCHOLOGY.

A study of the laws of learning, reasoning and imagining, transfer of training, factors influencing efficiency, individual differences in

intelligence, achievement, and capacity. Prerequisite: Elementary or general psychology. Credit, 2 semester hours.

PSYCHOLOGY S201. GENERAL PSYCHOLOGY.

A study of innate and acquired factors in behavior, motivation of behavior, individual differences and their measurement, problems of learning, and personality adjustments. Scientific method illustrated with simple experiments which form the basis of teaching. Credit, 3 semester hours.

PSYCHOLOGY S211. GENERAL PSYCHOLOGY.

A study of the reaction hypothesis, native equipment, sensation and feeling, emotion and the dominant human urges, motivation and adjustment, learning, perception and attention, general intelligence and special aptitudes, and personality. Credit, 2 semester hours.

PSYCHOLOGY S250. CHILD PSYCHOLOGY.

Factors of heredity, sensory and intellectual development, personality adjustment, and the growth of thought and language. Credit, 2 semester hours.

PSYCHOLOGY S330. MENTAL HYGIENE.

Problems of mental health with emphasis on the period of childhood and adolescence, conditioning, and inhibition, sleep, fatigue and psychoneuroses, symptoms and treatment of social maladjustments. Prerequisite: Elementary or General Psychology. Credit, 2 semester hours.

SECOND TERM

PSYCHOLOGY S200. EDUCATIONAL PSYCHOLOGY.

Same as above. Credit, 2 semester hours.

PSYCHOLOGY S202. GENERAL PSYCHOLOGY.

A continuation of Psychology S201. Credit, 3 semester hours.

PSYCHOLOGY S212. GENERAL PSYCHOLOGY.

A continuation of Psychology S211. Credit, 2 semester hours.

# Secretarial Science

FIRST TERM

SECRETARIAL SCIENCE S111. ELEMENTARY TYPEWRITING.

The touch system of typewriting. Accuracy and arrangement. This course will be especially designed for those wishing to learn typewriting for personal use. Credit, 3 semester hours.

SECRETARIAL SCIENCE S360. BUSINESS LAW.

The law underlying business transactions. Credit, 3 semester hours.

# Sociology and Economics

*FIRST TERM*

## SOCIOLOGY

Sociology S201. Contemporary Problems.

An examination of personal, social and economic problems that command the attention of contemporary laymen. The aim is to provide a basis of study and thought which will assist the laymen of a democracy to live satisfactory lives. No attempt is made to develop specialized social scientists. Required of sophomores in most of the curricula. Credit, 3 semester hours.

Sociology S210. Principles of Sociology.

This course, designed for students with majors in other fields, aims to analyze and interpret social experience and thus prepare for a more intelligent participation in social life. After viewing the origin of social experience and the nature of personality, there is a study of the organization of human experience into social institutions—the family, property, the state, the church. Required of students with a major in home economics. Credit, 2 semester hours.

Sociology S301. A Survey Course.

Development of social work and study of present day trends. Credit, 2 semester hours.

Sociology S321. Social Work.

The course includes a study of the major problems of Social work; poverty, desertion, and non-support, delinquency, physical and mental deficiency and disease, etc. It is devised for students entering social work and related professional fields. Credit, 2 semester hours.

Sociology S330. The Family.

The brief sketch of the history of the family, the home, and family relations. Credit, 3 semester hours.

Sociology S370. Practical Experience in the Use of the Case Work Methods in Assisting Individuals and Families.

Emphasis on problems affecting child welfare, utilizing visiting teacher methods. Eleven weeks in this course required for credit. Credit, 2 semester hours for eleven weeks' work.

Integrated Subject Matter Course. Social Science S401, S402.

A subject matter course, largely in the field of social science, dealing with materials needed by elementary and high school teachers for the core in the state curriculum program. This course may be substituted for Sociology 201 and 202. Credit, 6 semester hours.

*SECOND TERM*

SOCIOLOGY

Sociology S202. Contemporary Problems.

A continuation of Sociology S201. Credit, 3 semester hours.

Sociology S220. An Introduction to the Study of Rural Sociology.

A survey of the physical, economic, and social aspects of farm life. Special emphasis on the major problems growing out of rural living. Required of students with a major in home economics. Credit, 2 semester hours.

Sociology S302. A Survey Course.

A continuation of Sociology S301. Credit, 2 semester hours.

Sociology S322. Social Case Work.

A study of the principles of social case work and their application to the major problems of social work. Designed only for professional students in the field of social case work. Prerequisite: Sociology 321. Credit, 2 semester hours.

Sociology S370. Practical Experience in the Use of the Case Work Methods in Assisting Individuals and Families.

Emphasis on problems affecting child welfare, utilizing visiting teacher methods. Eleven weeks in this course required for credit. See first term.

ECONOMICS

Economics S350. Principles of Economics.

This course is designed to assist students in a study of the economic principles which are of value to citizens as applied in everyday living. Thirty-one principles of modern economic life are examined. The operation of these principles in contemporary American economy is studied. Particular emphasis is placed on the principles of distribution and consumption. Credit, 3 semester hours.

# Speech

FIRST TERM

Speech S210. Principles of Speech.

A fundamental course in speech education. Substitution can be arranged of this course for 141 or 142 if necessary, on consultation. Credit, 1 or 2 semester hours.

Speech S340. Principles of Speech for Teachers in Elementary Grades.

Methods of improving and developing the child's speech. Credit, 3 semester hours.

Speech S351. How to Read Aloud.

Credit, 1 or 2 semester hours.

SPEECH S370. SPEECH CONTESTS.
Methods of preparation and training of students for high school contests. Credit, 2 semester hours.

SPEECH S380. CHORAL SPEAKING.
Credit, 1 or 2 semester hours.

SPEECH S382. AUDITORIUM.
Preparation for the auditorium teacher. Credit, 2 semester hours.

SPEECH S410. PRODUCTION OF A PLAY.
Credit, 1 or 2 semester hours.

INDIVIDUAL LESSONS.
Hours and credit arranged. Special fee.

# Demonstration Schools

## FIRST TERM

*Elementary*

Work will be provided from the first grade through the sixth grade. No fees will be charged. Pupils desiring elementary work should make application as early as possible.

*Junior High*

Work in combined Junior 1 and Junior 2 classes will be given in art, English, music, manual arts, physical education, and science. No fees will be charged. Pupils desiring this work should make application as early as possible.

*Senior High*

Regular high school credit can be earned in the senior high school subjects listed below. Additional courses may be organized in art, manual arts, and music. No fees will be charged pupils from the area served by the Montevallo High School. Other pupils will each pay a matriculation fee of $3.00 and a tuition fee of $4.00 for each half-unit of work.

ENGLISH SR. 2a. COMPOSITION AND LITERATURE.
Standard Senior 2 high school English. Texts: Cook, Using English; Miles-Pooley-Greenlaw, Literature and Life, Book III. Credit, ½ unit.

ENGLISH SR. 3a. COMPOSITION AND LITERATURE.
Standard Senior 3 high school English. Texts: Cook, Using English; Briggs-Herzberg-Bolenius, English Literature. Credit, ½ unit.

SOCIAL STUDIES SR. 2a. AMERICAN HISTORY.
Standard Senior 2 high school history. Text: Barker-Dodd-Commager, Our Nation's Development. Credit, ½ unit.

SOCIAL STUDIES SR. 3a. ECONOMICS AND SOCIAL PROBLEMS.
Standard Senior 3 high school social studies. Text: Hill and Tugwell, Our Economic Society and Its Problems. Credit, ½ unit.

MATHEMATICS SR. 2a. PLANE GEOMETRY.
A study of the first two books. Text: Morgan, Foberg and Breckenridge, Plane Geometry. Credit, ½ unit.

MATHEMATICS SR. 3a. SOLID GEOMETRY.
Text: Morgan, Foberg and Breckenridge, Solid Geometry. Credit, ½ unit.

SCIENCE SR. 1a. BIOLOGY.
Standard Senior 1 high school biology. Text: Baker-Mills, Dynamic Biology. Credit, ½ unit.

## SECOND TERM

*Senior High*

ENGLISH SR. 2b.
A continuation of English Sr. 2a. Credit, ½ unit.

ENGLISH SR. 3b.
A continuation of English Sr. 3a. Credit, ½ unit.

SOCIAL STUDIES SR. 2b.
A continuation of Social Studies Sr. 2a. Credit, ½ unit.

SOCIAL STUDIES SR. 3b.
A continuation of Social Studies Sr. 3a. Credit, ½ unit.

SCIENCE SR. 1b.
A continuation of Science Sr. 1a. Credit, ½ unit.

MATHEMATICS SR. 2b. PLANE GEOMETRY.
A continuation of Mathematics Sr. 2a, offered the first term. Plane Geometry, Books III, IV, and V. Text: Same as first term. Credit, ½ unit.

MATHEMATICS SR. 3b. INTERMEDIATE ALGEBRA.
Follows Mathematics Sr. 3a. Text: Calhoun-White-Simpson, Algebra, Second Course. Credit, ½ unit.

*Fees for Second Term*

Pupils from the area served by the Montevallo High School who were in attendance during the first term will be charged no fees for the second term. Pupils from other areas and pupils from the Montevallo High School area who were not in attendance during the first term will each be charged a tuition fee of $4.00 for each half-unit of work, and also a matriculation fee of $3.00.

*All senior high school classes will meet twice daily.*

# APPLICATION FOR ADMISSION TO THE 1939 SUMMER SCHOOL

*AT*

## ALABAMA COLLEGE

MONTEVALLO

Date of application _____

1. Name (in full) _____

2. Address: Street and No., or R. F. D. _____

   City _____, County _____, State _____

3. Name and address of parent or guardian _____

   _____

4. Last school attended _____

   Graduate? _____

5. Enclosed is reservation fee of $2.00. Please do not (strike out one) make reservation in the College dormitory for me.

6. List of courses desired:

   _____

   _____

   _____

   _____

7. Do you desire a room alone or with another? _____

   Choice of roommate? _____

   Remarks: _____

   Signature of Applicant _____

VOL. XXXII, NO. 1 JULY, 1939 TOTAL NO. 131

# Alabama College

*The State College for Women*

## Alabama Women and Their Employers

Bulletin Published Quarterly by
ALABAMA COLLEGE
MONTEVALLO, ALA.

# Alabama Women and Their Employers

## 1938-1939

By

MINNIE L. STECKEL, Ph.D.
Student Counselor, Alabama College



Alabama Federation of Business
and Professional Women's Clubs

In Collaboration With

Alabama College
Montevallo, Ala.

Entered as Second Class Matter

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## FOREWORD

Although institutions of higher learning render their major service in the classroom, such institutions have a responsibility and a field of service that extend beyond the campus. In this larger sphere there is an opportunity for leadership and for service in matters of state-wide concern. It is fitting, therefore, that Alabama College should from time to time publish creative studies as its contributions to the field of general knowledge, which are of immediate interest and value to the women of the State.

Alabama College is unique among the state-supported institutions of higher learning in that it is Alabama's only institution maintained at public expense exclusively for the education of women. In addition to its responsibility for on-campus instruction, this College accepts its obligation for educational service throughout the State. The College is primarily engaged in educating women *as women.* It centers its peculiar and definite service on womanhood. The service is nonetheless to all the people of the State.

Recognizing this secondary field of usefulness, Alabama College is publishing a series of bulletins pertaining directly to the interests of women. The bulletins previously published are *A Study of the Employability of Women in Alabama,* and *The Alabama Business Woman as Citizen.* This bulletin is the third in the series.

It is pleasing to give official endorsement to this piece of research in the belief that it will prove of interest and value as the preceding bulletins of the series have undoubtedly done.

ARTHUR FORT HARMAN,
President.

## ACKNOWLEDGEMENT

The National Federation of Business and Professional Women's Clubs chose as the subject of its program for 1938-1939, "My Business and Yours". Using this as its theme, the Alabama Federation has studied the businesses of Alabama in order to get a better understanding of their needs and demands. In this connection, Doctor Minnie L. Steckel, Student Counselor and Professor of Psychology at Alabama College and First Vice-President of the Alabama Federation of Business and Professional Women's Clubs, has directed an "Investigation on the Relative Importance of Characteristics of Women Employees". This is an attempt through a scientific procedure to find what qualities our employers really desire of us in order that we can better direct our efforts to meet their demands.

In undertaking the study, we have had the assistance of many people. We make grateful acknowledgement to: The employers of women in the State for the very splendid way in which they responded to the questionnaires which were sent them; to the high school senior girls who answered questionnaires for us and their teachers and principals who cooperated so kindly in this regard; to Alabama College students for answering the questionnaires; to the members of the Business and Professional Women's Clubs for their cooperation; and to the Special Committees of the Business and Professional Women's Clubs which worked so efficiently and well in gathering necessary data.

To Alabama College we express our sincerest appreciation for making possible this publication, "Alabama Women and Their Employers," which has grown out of the study.

It is to Doctor Steckel that we owe our deepest debt of gratitude. It is she who selected the subject of the investigation, directed its execution, and interpreted the statistical results of the study. She has brought to the task her wide training and experience and has worked tirelessly to present a publication of real significance.

CARRIE K. ANDREWS, President,
Alabama Federation of Business
and Professional Women's Clubs.

# INTRODUCTION

In 1935 the Alabama Business and Professional Women in collaboration with Alabama College compiled data and published a monograph on the "Employability of Women in Alabama". This was followed by the second monograph in 1937 on the "Alabama Business Woman as Citizen".

The hearty reception of these two pieces of research, not only in Alabama and the South, but in the nation as a whole, seemed to indicate the need for other investigations regarding similar or related subjects.

The subject of the present investigation, "Alabama Women and Their Employers," was selected in line with the field of study outlined by the National Business and Professional Women's Clubs, Incorporated, for a nation-wide study for the years 1937-1938 and 1938-1939. The program topics for these years were "Our Town's Business" and "My Business and Yours" respectively. The present study also is definitely in line with the general purpose of the Business and Professional Women's organization as expressed in their slogan, "A better business woman for a better business world".

Since woman has entered business and the professions, her right and fitness to be there has been challenged vigorously and persistently. Therefore, even under normal economic conditions she has felt keenly the opposition to her and even in democratic America has had to assert her right to work and by demonstrated ability has been forced to secure and maintain her place in the employment world. Hardly did she become adjusted after the men returned following the World War, until the depression again demanded to know by what right she asked for or held a position.

She has not yet overcome the inroad made upon her and her job during the major catastrophe of the depression when she must face still a third problem, the subjugation of women in dictatorial nations. American women living in a democracy may feel confident of their place in the employment world and say what happened to women in Germany and Italy and countries dominated by them can't happen here. But no wholesale denial to a part of the world population of the right of life, liberty, and the pursuit of work to happiness can be made, be it a minority nation or race, or be it the "better half" of the race in power, without civilization in general, American society, and especially American women, and still

more particularly, American *working* women, suffering from it.

We, therefore, must be on our guard that neither through loss of the rights of a democratic people nor the direct loss of rights of American women does the same or a similar thing happen in America.

We must keep ever abreast of the current situation; we must give support and encouragement to subjugated women abroad, and at the same time be alert to prevent a similar situation creeping or crashing in upon us in America.

Let us, therefore, not close our eyes because the situation is not pleasant to look upon or to contemplate, but let us rather frankly admit the facts and take stock of our ability to meet the situation.

The whole problem of women and work is so involved with the economic development of the country and so extensive in its scope that we despair of ever finding a solution. Possibly we should not expect to find a solution so long as no solution is found to the problem of unemployment generally. Therefore, we must content ourselves with studying small fragments of the problem, hoping that eventually by other similar attempts a better understanding and some advantageous changes may be brought about.

Much effort has been expended and much scientific work has been done toward inventing and perfecting machinery. Much experimentation has been done toward perfecting and creating new and better varieties of plant and animal life, but the human being who has directed all his energies toward developing and improving things outside himself has neglected to evaluate and develop his own resources.

The present study is unique in that it is an attempt to get at the thinking of men and women; employers, employees, and prospective employees regarding traits and qualifications demanded by employers of women. Instead of estimating the number and variety of jobs held, and the money earned by women,[1] single or married; in-

1. *A Study of Employability of Women in Alabama,* by Minnie L. Steckel, Alabama College, Montevallo, Alabama, July, 1936.
*Women in the United States,* Mary Elizabeth Pidgeon, United States Government printing office, 1937.
*Why Women Work,* Public Affairs Committee Incorporated, 8 West 40th Street, New York, 1938.
*The Alabama Business Woman as Citizen,* Minnie L. Steckel, Alabama College, Montevallo, Alabama, July, 1937.

stead of citing obligations, both private and governmental, demanded of, and met by women, as has been done frequently and needs to be done repeatedly, the present study asks of employers what is it that is required of women employees. It also asks the same question of women employees and prospective women employees to determine how nearly these women are correct in their own estimate of what is required of them.

In undertaking such a study, many problems arose as to extensiveness and method through which the solution of the problem should be sought. It was obvious that not all traits, characteristics, or qualifications which women bring to the employment field could be evaluated as to their desirability or undesirability. It would have been possible to list traits usually condemned in women employees, such as clock watching, man angling, emotional displays, etc., and inquire of employers which of them were most intolerable. Every employer and every employee most certainly would desire to avoid completely any and all of these traits and a study of them would result in what we already know; that is, insofar as possible it is desirable to completely eliminate them. Neither does an experienced worker's knowledge nor the prospective employee's imagination comprehend an employer who desires only the mediocre or average abilities and qualifications in his employees. Consequently, average abilities and traits also were ruled out.

There was left, then, to our consideration the characteristic traits and qualities which are deemed most desirable and outstanding. It is recognized that an employer would desire in an employee the maximum amount of every desirable trait or qualification if such were obtainable. Furthermore, that every conceivable job, position, or profession would profit by having employees who were perfect in every respect of ability, training, and personality. However, no employee has all these traits in maximum amounts; and although employment may demand perfection, it does not expect to find it. Since employees have these traits in varying amounts, we are concerned with the question, "What," according to the employers, "is the relative rank of importance of these traits?" Which traits each employer may deem important depends, of course, on his own personal estimate of importance. It also depends largely upon the particular type of business and position or job for which he employs women. Personalities of employees in certain firms in-

dicate that different employers tend to rate certain traits and qualifications more essential than others. Employers or personnel managers are buying employment services much as they buy commodities. They have just so much money to spend and they attempt to get the best they can for it. They are buying a business connection of more or less permanent nature. Certain common elements in the personalities of individuals working for the same firm are distinguishable. Either employees are selected because they have the desired personality or the desired personality is the result of the occupational situation and becomes typical of that occupation. One employer thinking of one position, therefore, would rate higher one trait, whereas, another employer, thinking of a woman employee for a different type of job would rate some other trait higher.

When a large number of employers over the State of Alabama rate women employees with reference to traits and with reference to a large number of jobs, a summary of the results should give a rather definite idea as to which of a number of desirable, outstanding employment characteristics Alabama employers demand of their women employees. An organization of business and professional women and a state college for women, such as Alabama College, would of course be interested primarily in requirements being sought by employers of women. In some fields of work, most traits desired in employees are expected of both men and women. An employer would expect both men and women to be honest, punctual, and accurate for example. In other types of employment at which men and women work, certain traits are not equally evaluated for the two sexes. Although neither swearing nor crying may be a desirable reaction of an employee, undoubtedly an employer would be less tolerant of a man employee should he cry when reprimanded than he would of a woman employee. Possibly, too, an employer would tolerate swearing less in the woman employee than he would crying.

In many fields of work, women are employed because they possess traits or characteristics peculiar to women. Teaching and nursing require patience and tact. Small children are accustomed to the mother's care at home, and respond more readily to women than to men. A man probably prefers a woman secretary because she cares for the many details connected with the office much as a wife looks after the details of his comfort at home.

Another reason why a study of characteristics desired of women workers is especially pertinent, is that the requirements of women in the home and their relations to the men folks are in many respects markedly different from those required of them in the business or professional world. When a woman leaves her home to go into the employment field, she must leave one set of values in personality traits deemed by convention to be desirable for a woman in the home and must learn to react to a different set of values. She leaves the place where her feminism is her most characteristic trait and enters a world in which she asks that her services be recognized by salary and promotion on the basis of excellency of service rendered and wholly disregardful of sex. The relationship for the woman in the home, be she mother, daughter, sister, or wife, is highly personal. If she is inefficient, dependent, exacting, coy, extravagant, petulant, the men folks cater to her whims, accept her short comings, and tolerate her, ignore her, or reprimand her. She persists in such feminine wiles because even in a modern world of easy and frequent divorce, she does not fear being dismissed nor does she strive for promotion as she does in the employment situation outside the home.

Further reason for a study of women and their employers is the fact that a woman coming into the employment world creates a relationship between the two sexes which did not exist there before she entered. When men work for men, there usually is no danger of their relationship being other than employee-employer relationship. When the sex of employer and employee is the same, there need be no fear that the worker has marriage designs on the employer or vice versa. When a woman works for a man employer or when a man works for a woman employer, it is difficult to disregard the differences in sex and there is need for both to be on their guard against the situation's changing into one which has sex attraction as its basis. Women in the employment world, therefore, have special need to define for themselves what traits the employer considers desirable in his women employees.

Employers generally are interested in the worker's continuing with the firm for a rather definite tenure of service. The period of training and adjustment of an employee is costly in time and materials. A large labor

turnover tends to limit and diminish profits by adding to operating cost.

In times of labor shortage both men and women not satisfied as to wages or working conditions can easily change employment to the immediate or eventual advantages to themselves. During periods of surplus of labor, this means of advancement is not so effective if at all available.

In such periods of labor surplus the employee is concerned with his own job security and seeks extended tenure and advancement by directing his efforts toward more efficiently meeting the demands made of him or by seeking to render an extraordinary service to his employer. Therefore, it is pertinent for women employees during an economic recession singly or collectively to ask, "What is required of me in the work I seek or the position I hold in order to be assured continued work and advancement? What quality of service do women render their firms which makes extended tenure and advancement theirs?"

It is generally recognized that women of the same training and ability, who accomplish as much work equally as well as men, do not receive the same salary or have equal opportunity for promotion. This is especially true of business and professional women who compete with men in the upper brackets of employment. There is not so much objection to women's working when they do unskilled labor or hold subordinate positions as there is when they seek or hold executive or supervisory positions. Consequently, women holding or seeking work in competition with men in these places must generally rate higher in abilities and skills. The present investigation is an attempt to discover what employers want of women employees and to check it with what employed women think they want. With this knowledge they can put forth a more effective effort to gain a greater measure of economic security through rendering a better service.

## FALLACIES REGARDING WOMEN IN EMPLOYMENT

Many fallacies regarding women in employment persist in spite of numerous facts adequate to disprove them. Society as a whole is much like individuals making up society in that it rationalizes regarding conditions to explain or justify the state of affairs until reasons often repeated as underlying causes are firmly believed to be true. The way of thinking regarding a situation becomes a fixed habit rather than basic reasoning.

A number of the fallacies regarding women and employment have been cited so often that they are trite. Nevertheless it is astounding how often they are advanced in discussions regarding woman's place in employment by otherwise enlightened people.

An argument advanced against women's being employed outside the home which is based wholly on tradition and emotion, is often stated in this manner, "I don't believe in women's working outside the home." There is implied in this assertion that there is something morally wrong, irreligious, indelicate, or abnormal in a woman's being employed outside the home. Just why it would be more seemly for an able-bodied woman to live in a relative's home in which she was or was not wanted, to take sustenance and shelter from others when she is able to earn a salary to support herself is not logical or reasonable. This is, however, still an item in the thought of some people regarding women's working outside the home. There seems inherent in this thought the idea that a woman not working outside the home would be more desirable to prospective husbands, would be more sought by them and more cherished because they kept themselves unspotted from the world of work. This includes the implication that woman being the weaker sex and more refined member of the human family needs to be sheltered from the debasing effect of work outside the home. Much of the work within the home requires quite as strenuous physical exertion as any required of women in factory or mill. Physically and morally many places in which women are employed are unfit for women to work in. It has been true generally that whenever women have entered employment under inferior and unwholesome working conditions there has been a definite improvement in working conditions and working environment, and men also have profited from such improvement.

Quite as ridiculous but not clearly recognized to be so, is the assertion that women should be denied work be-

cause they wish to work only to earn pin money to increase their allowance to include fineries which they could not have otherwise or could not legitimately ask their male supporter to buy. Several fallacies lie in such an assumption. First, it implies that any income a woman derives from work outside her home is used for luxuries for herself. Many women are their own sole support during their working years and old age. They also support wholly or in part many dependents—parents, children, and other relatives.

This, also, implies the still greater fallacy that all men support their wives and families adequately. Furthermore, that wherever there is a woman, there is a husband or a male relative anxious, willing, and capable of supporting her adequately without her resorting to employment outside the home.

Regardless of where, how, or from whom she derives her income, if she wishes to earn additional money for additional necessities, luxuries, or even charities, as Mrs. Eleanor Roosevelt does, if she can render service to any one needing it, woman should not be denied work on the basis of the lack of economic need any more than occupation should be denied to men who have enough or more than enough to satisfy their own and their family's needs.

Neither is employment only a "stop gap" for women until such a time when they will marry. This implies that every woman will marry or that she inevitably will find the husband willing and able to support her. Many women either through chance or choice never marry.

Frequently, too, the married woman continues work several years after marriage in order to establish the home and thus make more adequate preparation for the children before they arrive. In these cases, the tenure of her service is often as long and uninterrupted as that of men.

Repeatedly we are told that "Woman's place is in the home". Woman can no longer restrict her work to the home because the duties which were originally hers within the home have been taken out into factories, mills, laundries, canneries, packing plants, bakeries, etc., and the little demanded of her within the home required by the daily needs of the family has been minimized by modern plumbing, heating, and countless electrical appliances. So it is impossible for the woman to contribute to the modern home in any appreciable amount by her labor within the home. The telephone and automobile

still further have freed her time. Even the radio has rendered less effective the contribution which she made through music, which consumed much of her time through preparation.

These facts are verification that another statement frequently made regarding women and work is false. Countless times before, after, and during the depression, women's right to work was denied on the claim that they were taking work away from men. In primitive society of all races, men were occupied with hunting, fishing, and carrying on wars among themselves or neighboring tribes. Women prepared the food, cared for the house and children, made the clothing, and carried on the limited agricultural pursuits. Even in colonial America, women spun and wove wool, flax, and cotton, and made them into garments and preserved in many ways food for the winter. It was woman's work from the first. As machinery was invented and all these services were taken outside the home, women followed their work to the factory, restaurant, department stores, and in other industries which are concerned directly or indirectly with human needs—food, shelter, and clothing.

An analysis shows that the claim that women are taking employment away from men is not any truer than that men are employed in work quite generally classified as "women's work". Men work in nursery schools, hat shops, department stores, art departments, beauty parlors, as cooks, stenographers, secretaries, teachers and nurses. In many cases women and men hold the same type of position, but women also are employed because they render different types of services, they fill different kinds of employment from that held generally by men and do not encroach upon "men's fields of work" any more than men encroach upon "women's fields of work". After all, work isn't male or female. An individual is given work because he or she has ability to render the service needed and brings to it qualities and characteristics which best serve the situation.

Some would grant work to women when there is an abundance of work but deny her work when labor is scarce. There is ample evidence[2] to indicate that in a depression or recession or a re-recession, women find it more necessary to work than in periods in which work

2. Steckel, Minnie L., "Women's Financial Responsibility Toward Maintenance of Others," *Sociology and Social Research*, July-August, 1938, Vol. XXII, No. 6.

was plentiful. Many women at this time must for the first time because of the depression take on their own support and that of members of their families or other relatives. Women who are already partially or wholly supporting others find their obligation increased by being forced to increase the financial assistance thus given and by being responsible for additional persons. The depression in reality fell more heavily upon the woman breadwinner than upon the man. She more often was the first to be layed off; and, having received less remuneration for her services, she had fewer resources to fall back upon.

There are other false ideas believed, if not actively advanced, in regard to women and work, which are not so clearly recognized or so often refuted or their fallacy generally admitted as those just cited.

In recent years much has been said against married women's working. Many and loud have been the demands that the married women be dismissed in order to vacate places for unemployed men. Legislatures in a dozen or more states recently have given attention to eliminating the married woman from work paid by public funds.

Woman, though married, is not always free from the obligation to support herself and family. Sickness, death, divorce, and unemployment of husband during periods of economic emergency often throws the burden of self-support and family-support, often including the husband, on the married woman. In the period immediately following marriage, the married woman frequently continues employment outside the home to help build a home and provide additional income, looking forward to assuming the additional financial responsibility of children; or again later in life she resumes work to provide more adequate education and training for the children. In time of depression many families find it more economical to live together rather than to maintain separate homes, thus freeing one housekeeper to aid in the support of the family by employment outside the home. Frequently parents of either husband or wife live with their children adding to the family's financial burden but also assuming the responsibility of home and grandchildren, thus enabling the wife to contribute through outside employment. If married women now employed were denied this source of income, many families of children and many dependent parents would suffer for lack of sufficient food, clothing, and shelter, and adequate educa-

tion and training. Furthermore, thousands of domestic servants would be thrown out of work and their families would suffer if all employed married women were deprived of their work.

Many critics of working women approve of father and son working, mother and daughter working, but object to both husband and wife working. The objection to individuals being employed merely because of this relationship is unsound. If it is government relief work, there is justification in employing only one member of the family; otherwise, it is a question only of ability to render services needed. If son or daughter by employment outside the home add to the family budget, why should not the wife do so too?

A woman, whether married or single, as well as a man, is an individual and is a citizen in her own right. She has abilities to be employed outside the home, and the fact that she is a married woman should not be the reason for denying work to her. She owns property and pays taxes on the same basis that other adults do and, therefore, has the same claim to government employment and to economic security.

These are surely justifications enough that the privilege of working be granted to married women. To hear some men and women discuss the problem of women and employment, there is evident in their thought as expressed, several related fallacies; namely, that all men, and only men, object to women's being employed outside the home.

Not all men object to women's being employed outside the home. Many men always have and still do understand the point of view of the woman in employment both as a need and as a right to earn, and as a right to self-expression. Without the vision and aid of these men, women could not have made the progress which they have made toward a recognition of these rights.

Many women have and still do object to employment for women. Often their opposition has been harder to combat and overcome than that of men. Such women are usually well provided for by the male member of the household, or, not being well provided for, resent other women's working in competition with their breadwinners.

Some people falsely assume that finally all women will be employed outside the home, or at least that employed persons will be half male and half female. In

1930 when the peak of employment in the United States was highest for women, only approximately 20 per cent of all women over 16 years of age were employed, and 92 per cent of all men were employed. Of all persons employed 78 per cent were men and 22 per cent were women. Most women still prefer and always will prefer not to be employed outside the home. Because of the fact that to the male, child bearing is denied, the race must depend upon woman to make this her first interest. This being the case, men may rest assured that the feminine half of the population will never demand that half of the employment outside the home be theirs.

Many women have a wrong conception regarding other obligations when they are employed outside the home. Many women feel obligated to do just as much of their household work and do it well when they are employed outside the home as when home-managing is their only obligation. This mistaken idea is held too generally by women. Men as a rule do not make their beds, clear their rooms, do their laundry, make or mend their clothes. Employed women would keep more fit, have more leisure time for recreation and self-improvement, and make available employment for others if they would not attempt to do all the work for themselves that they did before they were employed. Although their salary generally is lower than a man's on the same job, and they feel it necessary to do these things for themselves to economize, freed from it, they might give better services and advance their salary sufficiently to be relieved from it.

When husband and wife both work, the wife often attempts to do all the work in the home that she formerly did. Too frequently the member of the weaker sex at the close of a day's work arrives home, tidies up the house and cooks dinner while the husband relaxes in an easy chair. If the wife shares the obligation of earning a living, the husband should share the duties of the home and children with her when they return home at the close of the day.

Often those who would deny women employment support this denial on the claim that women are not fit emotionally to be employed outside the home and for certain positions to which they aspire. It is true that many employed women do become aggrieved, aggressive, dictatorial, and fault-finding. The same, however, can also be said of employed men or employers. Since man still has

the upper hand in the employment world and women are underrated, it behooves women co-workers not to point out men's weakness in this matter or complain because they suffer from it. Thus, in cases in which women are emotionally not adjusted to the employment they are in, it behooves them to seek more favorable employment or to make the adjustment.

It is a psychological principle that the less restrained a person is and the more effectively he reaches his goal or objective, the less the emotion enters into the performance. This accounts for much of the emotional response on the part of the employee—man or woman—when frustrated because of failure to receive honest and fair consideration in the world of work. When wages or working conditions are unfair a strike is eventually called if the situation is not remedied. Such situations involve considerable emotional reactions. Women workers are not yet generally organized and lack this means to get redress for their grievances. It may be that for this reason their grievances more often are expressed individually. Woman's sphere in life has called for physical endurance, great patience, and long suffering. She has withstood great crises. To her credit is the fact that the wife, more often than the husband, continues to hold the family together when left alone whether through divorce, sickness, death, or unemployment. She can and does adjust in business situations as well as men. Doubtless where there is a woman who does not, the case can be paralleled with a male worker, or paralleled with a male worker who, if he were treated similarly, would give way to emotional response under the strain.

Women who fail in the employment world often blame such failure on the employer's discrimination against women. There is discrimination against women in employment. Women generally receive less pay for the work they do than men on the same job. Men are favored in promotion and are often given better positions although no better qualified to render the service needed. It is true that there is not so much objection to giving women employment so long as they hold only subordinate positions which carry comparatively low salaries. It is true that when there is a general labor surplus or when a seasonal reduction in force is necessary, women usually are laid off or dismissed before men irrespective of their relative abilities or need for employment.

In this respect it is sometimes asserted that women in

employment wish to be treated exactly as men are. This objective, of course, has never been sought. Even men working together are not treated alike, are not required to do the same work or receive the same salary. Women request equal rights with men. They do not seek work for which they are not fitted. They do seek equal opportunity in securing work for which they are fitted. They desire a salary commensurate with the work done on the same basis that men would receive if they did the work equally well, and they claim the right to promotion on the basis of service rendered. They consider it discrimination when these rights are denied to them because they are women.

Women, however, too often are using these discriminations as alibis for their failures. Women as well as men lose their positions and fail to be promoted because they do not fill the requirements of the employment. Instead of putting forth the effort and devoting their energies and time to the job to succeed, they blame their shortcomings on the economic system. A candid appraisal of their resources and abilities and a frank recognition of their failures and limitations will do much toward winning approval for working women. Not all women lose their positions or fail to be promoted because they are discriminated against.

Both men and women should not accept opinions regarding women and employment until careful and critical evaluation of such opinions establish them as facts. Only through such means can a satisfactory understanding relative to such relations be reached.

## EMPLOYABILITY CHARACTERISTICS

The present study is an attempt to ascertain what difference of opinion is held by four different groups of people regarding the desirable work characteristics required of women employees. It is hoped that the results of this study will be an aid to young women who are looking forward to employment by pointing out and by clarifying factors involved in their success in the employment field. The study presents information which employed women may use as a guide in checking their qualifications and work habits against factors which employers of women consider important. Through the method used in the study and the results here presented, it is anticipated that the employers' attention will be directed favorably toward their women employees and that it will reveal to employers the seriousness with which women regard the demands made upon them by the employment world and their eagerness and willingness to meet these demands.

Four distinctly different groups of subjects were asked to answer the questionnaire:[3] women in the upper classes attending Alabama College; high school senior girls; employed women, the majority of whom were members of the Alabama Federation of Business and Professional Women's Clubs; and employers of women.

The college women answering the questionnaire did so in response to a request from the writer for volunteers from the members of the sophomore, junior, and senior classes. No record was kept as to how many from each of the classes were included. In all, 229 completed questionnaires were returned by this group, and it is estimated that each of the three classes was about equally represented. The women in this group are in no sense a representative group of women. Being college women, they represent less than one[4] per cent of the population. Ninety-nine per cent do not get to college. They, therefore, are highly selected on the basis of academic ability and training and possibly equally selected on the basis of social and economic background. Just what factors operate in the selective process in determining whether women shall attend a co-educational institution or a

3. A copy of the questionnaire is in the appendix.
4. *Statistics of Higher Education,* Dept. of the Interior Bulletin, 1937, No. 2, United States Government Printing Office, Washington, 1938.

woman's college, whether they shall attend a state supported college for women or a woman's college supported by some more or less private agency, is difficult to say. There are evidences to indicate that such selective factors are at work and that an attitude and atmosphere prevails on a campus of a state supported college for women which further gives distinction to women who belong to such a student group. One such attitude is the desire to achieve. Since the college is supported by taxes, there is provided an education at less cost. Generally, therefore, students who will not need to earn their living do not attend, and the student body is definitely made up of students coming from homes in which there is no great wealth. Possibly, too, such an institution would not draw students who go to college primarily for a good time. Needing to prepare to earn, students do not make social life the dominant factor in their college life. Possibly, too, because there are no men enrolled, women students become more independent. They, of necessity, must do more for themselves. Extra-curricular activities, since they are not dominated by men as in co-educational institutions, definitely present more opportunity for development of poise, initiative, and independent responsibility in thought and action. This group was asked to answer the questionnaire in anticipation that their replies would be different. They were easily accessible to the writer so were used rather than attempting to get a sampling from each of the colleges in the State. Considered from the standpoint of guidance, it was considered helpful to the college women to compare their replies with those of other groups cooperating in the study.

The latter three groups were drawn from twenty-two Alabama cities in each of which there is an organized Business and Professional Women's Club. Names and addresses of employers, type of occupation, and number of women employed were secured through the medium of the Business and Professional Women's Club in each city. The occupational fields represented by the employers in this study may be classified as follows: education, industry, finance, commerce, social service and allied organizations, medicine, public utilities, law, religion, government, personal service, entertainment, agriculture, art, and real estate.

TABLE I—NUMBER OF EMPLOYERS, EMPLOYED WOMEN, AND HIGH SCHOOL SENIOR GIRLS IN EACH OF TWENTY-TWO CITIES ANSWERING QUESTIONNAIRE

| Cities | Employers | Employed Women | High School Senior Girls |
|---|---|---|---|
| Albertville | 4 | 7 | 10 |
| Anniston | 24 | 14 | 12 |
| Athens | 3 | 5 | 2 |
| Auburn | 0 | 8 | 12 |
| Bay Minette | 7 | 12 | 18 |
| Birmingham | 23 | 23 | 26 |
| Cullman | 9 | 8 | 12 |
| Columbiana | 10 | 11 | 16 |
| Decatur | 7 | 4 | 1 |
| Dothan | 5 | 0 | 0 |
| Fairfield | 0 | 1 | 6 |
| Gadsden | 12 | 13 | 15 |
| Guntersville | 5 | 3 | 0 |
| Huntsville | 4 | 13 | 13 |
| Jasper | 7 | 13 | 13 |
| Leeds | 5 | 0 | 0 |
| Mobile | 13 | 11 | 30 |
| Montevallo | 5 | 12 | 2 |
| Montgomery | 20 | 24 | 27 |
| Scottsboro | 7 | 2 | 0 |
| Sylacauga | 12 | 9 | 0 |
| Tuscaloosa | 40 | 9 | 25 |
| Address Unknown | 2 | 5 | 0 |
| Total | 224 | 207 | 240 |

A letter explaining the purpose of the study and a questionnaire were sent to each employer listed. Ninety-three per cent of the employers to whom questionnaires were sent were men; seven per cent, women. Since the questionnaires did not require identification of the subject, it is not known what per cent of the men and women returned questionnaires. The manner in which they replied might vary according to sex, but the question in point involves only the employer-employee relation irrespective of the sex of the employer. Each of these employers employed from one to 800 women.

Questionnaires to be answered by the members of the Business and Professional Women's Clubs and those to

be answered by the high school senior girls were sent to a specially appointed committee[5] of each club for distribution, collection, and return. The questionnaires were printed on different colors of paper in order to identify the group to which they belonged when they were returned; i. e., employers were sent white questionnaires; employees, blue questionnaires; high school senior girls, yellow questionnaires; and college girls, white questionnaires with an identifying mark. Table I indicates the number of completed questionnaires returned by each of the three groups—club women, employers, and senior high school girls—from each of the twenty-two cities represented by the data. Two questionnaires answered by employers were mailed on the train and therefore cannot be assigned to any city.

Following are the instructions and the usual practice questions as given on the first page of the questionnaire so that the persons answering could be in no doubt as to the manner in which they should indicate their preference:

This is an investigation to discover the relative importance of a number of outstanding characteristics which are generally expected of women employees.

You are asked merely to place a cross (x) after the statement of the characteristics which you consider most important. For example suppose the first pair were:

a. A woman employee who is cooperative in all her firm's undertakings ----------(-----)

or b. A woman employee who is exceptionally accurate ----(-----)

If, in general, you consider "a" more important than "b," place a (x) in the parentheses following "a." If, in general, you think "b" more important than "a," place a (x) in the parentheses following "b."

If you find it difficult to decide between the two, simply place a (x) after one of them anyway. If the two characteristics are about equally important, they will have about the same number of checks in all of the papers. Be Sure to Check One of Each Pair Even If You Have to Make a Guess to Do So.

Do Not Sign Your Name

The questionnaire consisted of ten descriptive statements of work characteristics desired of women employees. Each statement is paired with every other statement so that there are 45 comparison groups. In addition there are repetitions of five comparison groups for verification.

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5. A list of committees assisting in the study will be found in the appendix.

To include all the desirable traits which it might be of interest to evaluate would be impossible. Which ones to select for any reason at all from the countless statements that might be made, was difficult to determine. After much consideration, the following ten statements were selected to use in the questionnaire:

STATEMENT OF TRAITS DESIRED OF WOMEN EMPLOYEES

1. A woman employee with a general well-rounded education and training.
2. A woman employee who has initiative and who works independently.
3. A woman employee who is well-groomed and shows good taste in her personal appearance.
4. A woman employee with a thorough knowledge or skill in a particular type of business.
5. A woman employee who is thoroughly reliable in all her business relationships.
6. A woman employee who is tactful in meeting and dealing with all kinds of people.
7. A woman employee who shows marked efficiency in the work she does.
8. A woman employee who is self-possessed, well-poised, and has a good family background.
9. A woman employee who has the ability to assume responsibility in business emergencies.
10. A woman employee who accomplishes a great amount of work.

In many previous studies in which an attempt was made to evaluate or measure human traits, characteristics, or opinions, lists of separate words were paired and the subject asked to express his reaction by checking his preference to one of them. In the present study, descriptive statements are presented to the subject in an effort to make more definite the intended meaning, and he is asked to react in favor of one or the other.

The qualifying phrase, "a woman employee," was placed at the beginning of each statement in order to keep constantly before the mind that the evaluation should be made specifically in regard to and limited to women employees. It was especially desired that the employer relate the question not to the boy or man in his employment, but to the woman. Often qualifications are required of her because she is a woman. Also, many times position and advancement are denied to her not because she does not have the qualifications, abilities, and skills, but because she has the one disqualifying trait—she is a woman. Also, while many individual women workers may have no thought other than that of easing

their own economic situation or that of the members of their families, there is on the part of women the desire to give something distinctly womanly to the work, in actual type of service or a more discriminating or humanitarian service.

It was hoped that placing the word "employee" in each statement would serve as a guard to limit the person answering the questionnaire to employed women and not to confuse the issue by relating his replies to the woman acquaintance, friend, sister, mother, or wife.

The statements are not intended to describe characteristics which are mutually exclusive. Any employer would undoubtedly be glad for his women employees to have all of the qualifications indicated. The questionnaire endeavors to secure, from the person answering, a ranking of the relative importance of each trait with reference to the demands made of women employees and with reference to his or her own personal judgment as to which traits are important. It is clearly evident that preferences stated will be biased by personal prejudice and will be affected by the breadth of knowledge and the work experience of the individual replying. While it is comparatively easy to make a choice between some of the pairs of statements, to do so for others is quite difficult or impossible. In the latter case, the subject is told to guess. This is necessary because the statistical method employed demands that all questions be answered. Such guessing is permissible because such a process will place the question in its correct relative position. It also has been demonstrated that such a guess is not mere chance but an intelligent choice based upon the subject's reaction to minimal cues.

Unless the choice to be made demands some effort on the part of the subject answering the questionnaire, he does not make any contribution to the investigation. For this reason, an attempt was made to avoid, if possible, statements which required no effort on the part of the subject when making a choice. The statistical procedure used in the study combines the responses in each of the four groups in such a way as to indicate their rank of importance. The same result could theoretically be obtained if each subject were requested to place the ten statements in rank order. Actually, however, he would not take time or care to compare each statement with every other statement; hence, the result would not be accurate, and the combined judgment would be distorted. Fur-

thermore, by such a method only the rank order of importance of each statement would be indicated; whereas, the method employed indicates what the relative position of each statement is above or below the others.

The particular statements were selected because they involve questions which often arise in connection with women's training for a position, successfully filling a position, and advancing in the employment field. Such a careful consideration of training, qualifications, and personality should give to the employed woman and to the woman training for employment a rather comprehensive idea as to their relative importance for her success. The first qualification listed, A Woman Employee with a Well-Rounded Education and Training, raises a question every woman should consider as she trains for, enters upon, or pursues an occupation.

The majority of employed women serve in subordinate positions in which the work is largely routinized and demands only a narrow specialized training. But even a particular routinized task is done better and with more ease if the worker has a knowledge of the full significance of her accomplishment as related to those of other workers and to the affairs of the world at large. A particular routine task is more interesting and working at it gives more satisfaction to the worker if its wider significance is fully appreciated because of broader knowledge. Even within subordinate positions, the worker with a broader education and training often is assigned less routine tasks which require less physical exertion.

There is also the advantage that a well-rounded person is adjustable to more situations. She has the background to meet all classes of people. Because of her wider capabilities, she has more opportunities for advancement. Specialization is narrow; it excludes all or most all other lines of development.

The affairs of the world are always changing. As they change, new opportunities develop. Women need to recognize this and prepare themselves by a wider, more fundamental basic training to be ready to adapt to new or to advance to better positions. A well-rounded education and training also give better understanding and security. A woman may find herself in a blind alley unless she has a broad education and training which makes possible adaptation to additional fields of work opened by new business developments or inventions. If because of overcrowding she finds her present occupation has no

place for her or that it does not offer sufficient opportunity for advancement, she will not find it necessary to begin her training all over again; but she rather directs and molds her broader training to fit into the new or available positions open to her.

The broader general training is an advantage in supervisory or executive positions. Many women highly efficient in a specialized service have been promoted but have failed to make good in the advanced position because they lacked the wider all-round training and experience required in meeting the demands made upon them in such a position. Many women lack the broad general training required to fill more advanced positions because in their eagerness to secure a job they took the short cut and prepared for a specific skill at the neglect of a more comprehensive training.

In earlier years medical schools and law schools demanded special pre-medical and pre-law courses as a requirement for entrance to those specialized curricula. These schools now are not stressing such training, and many schools especially request that those wishing to pursue the study of medicine or law confine their pre-professional college training to the more general courses of a liberal arts college. This permits the professional schools to give whatever specialized courses they want the students to have and permits them also to teach their courses as thoroughly as they wish, giving emphasis to the particular phases needed later in actual practice. It also gives the student maturity and a better general training with which to approach her specialized field.

There are many positions in business, as well as in the professions, in which a well-rounded background of education and training are essential. Although they may require a minimum training in a specific skill, this can be learned in a brief period of specialized training at night school or on the job if the person's qualifications meet the essential broader training. With some employers this is so important that they prefer an inexperienced person in order that they may train her to the job without first breaking down skills and attitudes obtained in a former position. In journalism the woman who succeeds is the one who is willing to give strength and energy to her work and in some definite way contribute to the publication, but for this a broad educational background is of basic importance. It gives her entrance into many places and an understanding of many situations without

which she could not do her work. A stenographer may turn out perfect copy with training received within a few months, but a young woman who aspires to a secretarial position of any importance must possess the qualities which fall within the descriptive phrase, "a college bred woman".

The second qualification listed, A Woman Employee Who Has Initiative and Who Works Independently, is a trait of considerable importance. Most women have had experience in training domestic servants who needed constantly to be supervised to do any work and to do it acceptably well. Even after such a servant has learned the regular routine of work in the home unless under constant supervision, she will do less and less work and it will be of increasingly poor quality. It is this type of worker in the industrial world who works profitably only by the piece in which quality and amount both may be considered rather than by the hour in which neither quantity nor quality is the gauge of satisfactory service.

A woman would generally profit by developing qualities of initiative and independence whether she goes into business or whether she directs her attention and energies toward homemaking. As a wife and homemaker, her success and happiness depend upon the ability she has as a self-started and independent worker. Many an otherwise successful marriage has been wrecked because the wife never begins preparation of the meal until the husband has come home from work and demanded something to eat; the house is not cleaned until the dog attempts to bury the proverbial bone in the living room; and the child's health is generally disregarded until he becomes critically ill.

Although woman in the business world holds comparatively few supervisory or executive positions, her promotion and her value as an employee is dependent upon her initiative and her ability to work independently. A secretary is not very valuable if she needs to be told from day to day and task to task what to do next. Many conscientious secretaries have been shifted to lower rated positions because the employer had to be relieved of their constant interruptions asking advice regarding their work. School teachers without initiative and independence never call the session on time or cover the material of the course. An insurance saleswoman would make few commissions if she waited for the client to approach her and would find the year's income rather low unless

she could choose the direction her efforts should take and possessed the motive power to keep herself going. The ability to stick persistently to a piece of work and to see it through to final accomplishment is most valuable in the employment world. It requires a sense of professional pride and responsibility.

Possibly initiative and ability to work independently are not uniformly required of all positions. Women workers often interpret their employers and positions as not needing or actually being intolerant of initiative and independence and persistence on the part of the woman employee. An analysis of such a situation probably would show that it was not the initiative or independence which was objected to but the manner in which these traits were demonstrated.

Inherently, the female of the species has somehow sensed the importance of looking well and making a good appearance. Employed women sometimes seem to forget the importance of this because in the employer-employee relation it is desirable to subordinate sex. In spite of this fact, personal appearance plays a large part in a woman's business success; and for that reason, this quality was chosen, A Woman Employee Who Is Well Groomed and Shows Good Taste in Her Personal Appearance. The outward appearance that an employee first makes attracts or repels people. Posture, the arrangement of hair, the clothes worn, are a very direct expression of personality and are the first index the employer, customer or client has of the worker. The employee's appearance also serves as an index of the importance or the rating of the firm. She must not only have a good education and a specialized training, but she must also look the part. Every woman has noticed that as a well groomed customer she receives more prompt attention and better service from salespeople than when she is not well dressed.

It is true that many great and near-great women are rather disregardful of their outward appearance, and they have been from the beginning of their careers. It is well to remember that they reached their places of importance in spite of their badly groomed person and not because of it. Undoubtedly, at the beginning of their careers as well as when they reached their present places of importance, to have been well groomed and shown good taste in their outward appearance would have been

an asset and would have made the road to success a bit smoother.

The importance of outward appearance varies with the type of employment. In positions where the woman must meet the public, it is all important. The appearance of the employee is the flag of welcome and good service which attracts business. A cashier in a picture show, restaurant, or night club; saleswomen, especially those selling women's apparel; a receptionist; an airplane hostess; and a secretary, all are in places in which they give the first impression of the firm they represent.

Another group of workers to whose success looking well is paramount is those rendering personal service, such as, nurses, cosmetologists, waitresses, doctor's and dentists' assistants, and laboratory technicians. The importance of a neat attractive appearance is shown by the fact that this group of employees usually is required to wear a uniform. In these places it denotes efficiency and sanitation. For this reason, there is nothing more repellent than ill-fitting, slovenly, or soiled uniform.

Professional work, such as teaching, social work or other professional work, also requires well groomed workers for the additional reason that these are the people who maintain or raise the standards of society and here example is better than precept.

There are such positions as telephone operator, alteration steamstress, or artist where personal appearance is less important, but the writer cannot conceive of a place where it does not increase at least in some indirect manner the merit of the employee to meet a minimum standard of personal presentability and surely no one can conceive of a place where an utter lack of presentability would be an asset.

An Alabama employer of about forty women stenographers who work in rooms separate from men employees states in part, "We do not care what the women employees look like; we do not care what kind of clothes they wear. We do not value an employee's being well groomed. We care nothing about good taste as shown in personal appearance. On the other hand, we do value the ability to do work without error and the quantity of work is of interest to us, and we do not value anything else." Possibly the appearance of the women employees in this case have failed to come to the employer's attention because they meet the minimum requirement. Even in such a work situation, co-workers make certain re-

quirements of each other, and to be accepted by one's co-workers is essential to happiness and success in any work situation.

A person gives self-expression through the way she dresses. Her philosophy of life is inherent in her clothes. Employees often object to uniforms because they wish to express their personality through their clothes. Inasmuch as the employee's morale suffers from not making the proper appearance, the work which she does suffers.

In some employment fields there are positions which demand, above all, excellency in the quality of work done. The prerequisite required in the work by an employer just quoted is a large quantity of perfect legal copy. Such a position demands A Woman Employee with a Thorough Knowledge or Skill in a Particular Type of Business. Unless the worker has these characteristics, all other desirable traits which she may have will not be sufficient to make up for the lack of them. Undoubtedly, if two women fully met the above requirement and the employer were forced to choose between them, he would do so on the basis of other qualifications, such as, appearance, cooperation, and tact. Where the employee does not come in contact with the public and where the work is wholly individualistic, the latter qualities are secondary to success. Such a position has no sense of value of education or training not consciously directed towards its objectives. There are many workers who have a craving for perfection and do not enjoy their work unless it is possible for them to be painstaking with it. Doing a task with such a high degree of excellency is the only way in which they get any self-expression through their work.

Many employers know the trial and tribulation it is to have in their employment a young woman as typist or secretary who is well groomed, meets people well, has a well rounded education, is thoroughly reliable, but who cannot turn out perfect copy or file alphabetically. In one such instance known to the writer, the employer dismissed the young woman as secretary, later discovered her special ability in mathematics and re-employed her at a higher salary as statistician. In another instance, a secretary was asked if she could vouch for the accuracy of a large government pay roll. She replied, "If it isn't correct, it almost is".

A stenographer may have all other good qualities, but if she does not have skill she is worthless as a stenograph-

er. Stenography leads to other jobs, but employers have been known to pay a woman more on the stenographic job rather than promote her to a better paid position because her skill was invaluable. Because this often is the case, stenographers are advised not to be too good at stenography if they do not want to remain stenographers. In such a position, promotion on the basis of increased ability to turn out more and more accurate legal papers in decreasingly less time finally reaches the point where the employee has come to her "limit of ability".

Success in printing positions depends on a thorough knowledge of the particular mechanical processes involved. There must be special training for every technical branch of the field. In this, as in all other fields of employment, conditions have caused keen competition. For this reason, the requirement in ability and proficiency have been considerably raised. No employer is willing nor compelled to be satisfied with the services of a person not thoroughly trained in a particular type of business.

The type of employment in which a thorough knowledge or skill is paramount often is a boon to the physically handicapped. A woman with a grotesquely deformed face could not effectively meet the public as a hostess; a severely lame woman could not be a floor walker in a department store; but they might be employed to turn out perfect copy, make accurate connection at a telephone switchboard, be in charge of an important filing system, or catalog books for a library. Women who seek employment largely on the basis of family background, and ability to meet people well, but lack specific training for the job are definitely not wanted.

Undoubtedly, any employer when asked if he expects his employees to be reliable would give preference to a Woman Employee Who Is Thoroughly Reliable in All of Her Business Relationships. Employers, however, have been known to object to some women employees because "they take things too literally," or because "they are too straight-laced," or because "they cannot overlook some of the firm's irregularities". In politics, in fact, candidates so often make statements without fulfilling their promises that being unreliable becomes almost synonymous with being a successful politician.

There are some fields of employment in which reliability is the all-important factor both because of the type of work and the responsibility which the worker has.

There are in all work and human endeavors at least minimum standards of reliability. "There is honor even among thieves."

Reliability is defined as the consistency of the employee's reaction. Assuming her to be honest, punctual, loyal, accurate, emotionally stable, the employer values her services because he knows she will vary from her standard little or not at all.

Banking and all phases of work directly involving money or other portable valuables require people as employees who have these traits in the highest degree. Businesses or professions involving exacting formulas and business secrets are to a very large degree dependent upon the consummate reliability of their employees. Employers have been known to continue with mediocre services from employees whose honesty and reliability have been tested rather than to take the risk of new employees.

If she had all other traits but was not reliable, she would not do in most employment. Yet a routine job under supervision does not demand reliability to the same degree as a position of responsibility and trust. The fact that the former employee would be under supervision implies that the worker is not as responsible for the job, but this is shared with the supervisor. However, even the lowest subordinate is dismissed if she proves definitely unreliable.

In predicting the success of a young woman as she enters college and again when she enters employment after graduation, generally speaking, the woman with the better mental rating and highest scholastic achievement is the one that proves most successful in employment. The importance of being a Woman Employee Who Is Tactful in Meeting and Dealing with All Kinds of People is clarified best by employees who are the exception to the above rule. Frequently, one meets in responsible positions young women who graduated from college only after being required to add summers to the regular four-year term. Quite as frequently women of the highest intelligence, finest scholastic achievement, and exceptional training fail repeatedly to achieve the success that their qualifications warrant. In such cases the one usually is successful because of superior personality traits, and the other fails because of the lack of them.

Possibly no job exists in which tactfulness in dealing with people is not an asset. At least, the employee's own personal satisfaction is greater. Every job requires a

minimum of tactfulness, which probably is that the employee does not willfully and needlessly hurt another person's feelings or put him ill at ease. In most positions, the woman who otherwise is rendering splendid service is rated still higher by her employer if she also is tactful in dealing with people, and many positions, such as, receptionist, hostess, nurse, pediatrician, demand it as a primary necessity.

To deal tactfully with all kinds of people is an all-inclusive assignment and probably met rarely in an employee. Yet, that is exactly what is needed in occupations which serve the public. Making sympathetic human contacts and evoking a warm and friendly atmosphere is of greatest importance to teachers. Children of all kinds of parents and circumstances go to school. A teacher needs to meet them all with an appropriate, kindly, and understanding manner. Whenever an occupational field, such as teaching, becomes overcrowded, an attractive personality enters more largely into securing and holding a position. People of all classes, races, creeds, and cultures become sick and need nurses who can minister to their needs and make them feel at ease.

Whatever the advantages are to be had otherwise, school will keep even if the teacher is cross, and hospitals will run if the nurse is impatient or glum, but in many business and professional establishments, whether profits go up or down depends upon the manner in which the employees of the firm meet the public. Salespeople, secretaries, hotel, railroad, and airplane hostesses, all serve in places in which their manner can either make or mar the good impression upon which the firm depends for its profits. Women in these positions also are in the front line trenches to meet the troubles of the dissatisfied public. They can never risk less than their most tactful manner on any of their clients—men or women, young or old, rich or poor, sophisticated or naive—all of these make up the buying public and their good-will must be kept if possible. Women do succeed in these positions because from the beginning of time they have had to placate and soothe irate distraught husbands and serve as peacemaker and arbitrator among quarreling children. Possibly they do succeed because women are sensitive to and value human relations. There are no new continents for explorers to discover, no new territory for pioneer men to enter followed by brave women. Human engineering will be the dominant work of the next cen-

tury, and in this men and women will enter together. Often conscientious women in business are so concerned with the material things that they become tired and disregardful of the fact that "Mary hath chosen the better part" and that she should be an effective hostess for her business firm whether "paying guests," superiors, coworkers, or subordinates are involved.

Even when tactfulness and ability to get along with other people is not a paramount prerequisite, employees fail because their presence is a disturbing influence. They fail to get along with their co-workers, executives, and customers because they are argumentative, they have a chip on their shoulder, or they are jealous of the well-earned success of others. These are the negative qualities diametrically opposite to tact. They are not job-getting or job-holding assets.

The idea of efficiency is quantity without loss of quality. In order to speed up production to lower the cost of a product, quality often is sacrificed in favor of quantity. In many fields of work, regardless of time consumed or production limitation, quality of work is paramount. If the finished product is not of the highest quality or not perfect, then it is not acceptable and not only the materials but also the labor and time expended on it are wasted. In fact, disaster often results and damage beyond mere waste is done. Everyone has experienced the inefficiency of the telephone operator who repeatedly makes wrong connections. The difference between good food and inedible and indigestible food is the difference in the accuracy and the efficiency with which the cook or dietitian does her work. The speed with which an accountant in a bank makes up a statement is secondary to the accuracy of the statement; yet both speed and accuracy are valuable. Calculating machines and dial phone systems are replacing workers because they are more efficient.

If the exhibitionist who throws knives at his wife at the circus is not accurate, if the train dispatcher fails to distinguish signals of a moving train, if a chemist or pharmacist does not mix the ingredients in correct amounts or uses an incorrect method, disaster results. In all such cases A Woman Employee Who Shows Marked Efficiency in the Work She Does is invaluable. Most women undoubtedly have ideals of efficiency, but probably few set for themselves standards of perfection of skills and comprehensive knowledge in one field of work in order

to be an authority. Too many women know little more regarding their work than the one item they are required to do. Their knowledge beyond this is no more than quasi-professional limbo. As shorter hours and fewer days per week are demanded by labor and by the government for employers, efficiency counts for more.

When business prospers, wages are raised, hours are shortened, more workers are taken on, and many extra so-called frills in business; i. e., services in excess of the bare necessities, are initiated. The superior officer has more helpers and spends fewer hours in his offices. The firm spends money for recreation facilities, rest rooms, workers to relieve others, allows time for sick leave, and gives more vacations.

When business reverses come, reverses in business practices also are instituted. The proprietor or manager spends more hours at the plant. He does more labor himself; hours are lengthened; a time clock is installed or at least working hours are strictly enforced; rest periods and vacation periods are shortened, taken at the worker's expense, or eliminated. Workers in the lower brackets are laid off, and those in the higher brackets must expand their duties from management and supervision to taking over some of the actual work processes formerly done by workers that have been dismissed.

Therefore, during a general depression or recession of business or a reduction in any specific concern's business, The Woman Employee Who Accomplishes a Great Amount of Work is especially valued by the employer. At such time the firm is more concerned with cutting down the overhead than instituting new ideas into business, either social or mechanical.

Even an employee who accomplishes a great amount of work must hold her work to a minimum standard of excellency in order to hold her rating; but there are types of work, whether complicated or simple, which vary in standard. Profit is made on some merchandise because of quantity rather than quality produced. An economic principle which is known is that the cost of an article can be lowered by producing it in large quantities. Although not always recognized, there should be added the word "rapidly". On such a job the amount of work turned out gives the worker her rating. It is for such tasks that the employer often pays the worker by the piece rather than by the time put in. There is a remarkable difference between the amount of work of equal

standard which employees on the same or similar jobs accomplish. This is explainable on the basis of industry, efficiency of working methods, and possibly also on time rhythm that the employee consistently is keyed to. Regardless of the cause, the employer profits by the amount of work accomplished. Consequently, in some types of work and at certain industrial or business crises, the fact that an employee can do a great amount of work makes her especially valuable.

Not all women employees are able to assume responsibility; neither are all men employees able to do so. It is more difficult for a woman who has the ability to assume responsibility in business emergencies to do so because the attitude of the employment world does not encourage her. Women are reticent to take leadership because they are not readily accepted for policy-making positions. They hesitate to take responsibility for fear they will fail and be ridiculed or reprimanded. When they do succeed, their achievement often goes unnoticed or is in the last analysis accredited to someone else or to the system.

When an important position becomes vacant, there are definite advantages in promoting a stenographer, clerk, or other person filling a routine job rather than to fill it with some new person coming into the firm. For this reason, qualities beyond those required for the initial job are considered in selecting employees in the lower brackets—physical well-being, emotional stability, and ability to step into breaches when emergencies occur. It may not occur frequently that an employee must deal directly with the public or press or make official rulings, but if she is able to do so successfully when the occasion demands, she often saves her superior a great deal of time and trouble.

Often a woman, who is superior in the work she does, fails to be promoted to a higher position because it involves some supervisory duties and she does not have the capacity or inclination to assume them. During the depression when there were fewer opportunities, women developed resourcefulness. They have been cautious and conservative but more ready to take on work which entails more responsibility.

Many men hold responsible positions because of capable women co-workers. A man caught in a power-driven machine may be saved because an employee has the presence of mind to throw the switch. Business emergen-

cies occur every day in which the woman employee throws the commercial switch to save many a business deal. Many capable women could do this if given the opportunity. The best superior is one who has the work so well-organized and his employees so well-trained that he will not be missed when absent. Such organization and training permits workers to assume responsibility. Many women have remarkable skill in handling people and also ability to carry through with the bulk of their work without specific instructions. With workers of such calibre, an employer goes about his work without anxiety but with assurance because he feels the support of employees who are able to assume responsibility when he is not able to give them his personal attention.

Being well-poised is not posture; but good posture is symbolic of good breeding, and bodily movement is the common denominator or personality. A woman may learn to perform well a certain skill, such as typewriting or telegraphy, within the comparatively short time of a year or two, but to carry on with ease and assurance without signs of being frustrated when meeting the day's problems requires a lifetime of discipline in favorable situations. Since the family is the agency which contributes most towards a person's personality, a good family background is an asset in establishing poise and assurance. The woman employee who is self-possessed and well-poised bends in the direction the wind is blowing rather than being broken by opposing it. Such poise comes not from simply adhering to rules or edicts but through flexibility and elasticity of attitude and method by which continued development is possible. She gains her end by gracious patience and strategy rather than by power. The security she feels keeps her from being unnerved by the exigencies of a day's business however trying, because she feels superior to them. Many positions of importance demand above all such characteristics of its employees. The airplane hostess who serves her clients with graciousness and ease gives them assurance and confidence during this the most hazardous mode of travel. The self-confidence as well as the skill of the nurse sustains the patient through the crisis. The receptionist in the doctor's office may discredit the doctor and unnerve the patient, or lend dignity to the profession and confidence to the patient.

In colonial America the Dutch and German women in the settlement in Pennsylvania were known for their in-

dustry and economy. The Quaker women neither assumed authority nor admitted inferiority nor promised obedience. The distinguishing characteristics of women of the colonial South were gentle manners, courtesy, and social accomplishment. This is an important factor in the occupational training of the present generation of Southern women. Where tact and good breeding are essential, women from other sections of the nation find it difficult to compete with Southern women because the latter's education and training and traditional background is designed to satisfy this demand.

The loss of womanly charm was feared by those opposed to women's participating in politics and such loss was carefully guarded against by advocates of woman suffrage and equal rights for women. Present results show that wherever women have entered what was hitherto man's domain, such as voting precincts, jury rooms, industry, barber shops, general conditions have improved and the social and moral level raised due to the characteristics which women brought with them as they entered these pursuits.

With the realization of the breadth and variety of thought these statements involved, they were presented to members of the four different groups for their reaction. These groups were drawn from a state-wide population which represents a cross section of individual employers, employed women and prospective women employees. The combined replies of each of the four groups representing a total of 900 people are presented in following pages.

## STATISTICAL ANALYSIS OF RESULTS

From the foregoing description of the employability traits of women employees, it is, of course, not possible for any one individual to select any one trait as most important or to assign them according to rank order of importance with any degree of assurance that anyone else would agree 100 per cent with the rank order assigned. The objective is to combine the rankings assigned by members of each of the four distinctly different groups of people in such a way as to indicate the combined thinking and judgment of each of the four groups. When this is done, the ranking assigned by each of the four groups can be compared with each other. In this manner, similarities and differences in thinking and judgment can be ascertained.

The principle involved is the psychological law of comparative judgment. The principle has as its basis Weber's Law, which stated briefly is, "The ratio between two stimulus magnitudes which are correctly discriminated in any specified proportion of the attempts is a constant." This law originally was applied only to the comparison of physical stimulus intensities. Its use was extended to apply also to qualitative comparative judgments such as those of excellency of specimens of handwriting. Within recent years its application has further been extended by Dr. L. L. Thurstone[6] to the measurement of such psychological values as a series of opinions on disputed public issues. It is the principles and procedure of "Case V," as used by Thurstone, that has been utilized in this study.

For example, if two objects, A and B, are lifted by a person a hundred times and 90 of his responses are, "A is heavier than B," then it would be safe to conclude that A is actually the heavier object. Similarly, the judgment may be made between B and C. Furthermore, if B is judged to be heavier than C, it may be concluded that A also is heavier than C. If only 70 per cent of the judgments made are "B is heavier than C," then it may be assumed that the difference in weight between B and C is not as great as the difference in weight between A

6. *The Law of Comparative Judgment*: L. L. Thurstone, *Psychological Review*, July, 1927. *A Mental Unit of Measurement*: L. L. Thurstone, *Psychological Review*, November, 1927. *Three Psychophysical Laws*: L. L. Thurstone, *Psychological Review*, November, 1927. *An Experimental Study of National Preferences*: L. L. Thurstone, *The Journal of General Psychology*, July-October, 1928.

and B. By this procedure, it is possible to place in relative rank any number of objects all of different weights.

If two qualities, such as two degrees of intensity of tone, are judged in this same manner a large number of times by a person as to which of two tones is louder, it is safe to conclude that the tone most often judged to be louder is the louder. Similarly, the brightness of two color hues, the pleasantness or unpleasantness of two experiences, or any other qualities can be determined. In like manner, if instead of one person's making many judgments, a considerable number of people make only one judgment their combined judgments should accurately evaluate the quality in question.

It is possible also on this basis to make an ordered analysis of any qualitative values, such as nationality preferences, religious beliefs, or other qualities in which personal opinion is a large factor. In the present study, the method is used to determine the relative importance of a number of work characteristics usually desired of women employees.

The first step was to tabulate the preference as indicated by the check (x) placed after one of each pair of descriptive statements for each of the four groups. Table II indicates how many of the 224 employers expressed preference for each statement when compared with each other statement. Table III, IV, and V give similar data for the other three groups: 207 employed women, 229 college women, and 240 high school senior girls, respectively. Reading directly, the first row of Table II, Statement 1 was, of course, not paired against 1 so that space is blank. The number in the next space indicates that 135 employers preferred Statement 2 to Statement 1; 29 employers preferred Statement 3 to Statement 1, etc. The other rows are read in the same way.

Since the groups vary in number it was necessary to reduce the numbers tabulated in Tables II, III, IV, and V to percentages as indicated in Table VI, VII, VIII, and IX, respectively. By totaling each column in each table, preferential rank can be assigned to each statement as indicated by each particular group.

TABLE II—TABULATION OF FREQUENCY OF PREFERENCE EXPRESSED BETWEEN PAIRS OF CHARACTERISTIC STATEMENTS BY EMPLOYERS

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ------- | 135 | 29 | 125 | 192 | 179 | 180 | 61 | 213 | 83 | 1197 |
| 2 | 89 | ------- | 31 | 106 | 198 | 182 | 128 | 79 | 182 | 63 | 1058 |
| 3 | 195 | 193 | ------- | 177 | 212 | 216 | 209 | 127 | 207 | 150 | 1686 |
| 4 | 99 | 118 | 47 | ------- | 203 | 161 | 193 | 83 | 182 | 67 | 1153 |
| 5 | 32 | 26 | 12 | 21 | ------- | 40 | 33 | 16 | 63 | 8 | 251 |
| 6 | 45 | 42 | 8 | 63 | 184 | ------- | 86 | 21 | 132 | 32 | 613 |
| 7 | 44 | 96 | 15 | 31 | 191 | 138 | ------- | 24 | 150 | 20 | 709 |
| 8 | 163 | 145 | 97 | 141 | 208 | 203 | 200 | ------- | 195 | 122 | 1474 |
| 9 | 11 | 42 | 17 | 42 | 161 | 92 | 74 | 29 | ------- | 31 | 499 |
| 10 | 141 | 161 | 74 | 157 | 216 | 192 | 204 | 102 | 193 | ------- | 1440 |
| Total | 819 | 958 | 330 | 863 | 1765 | 1403 | 1307 | 542 | 1517 | 576 | 10080 |

TABLE III—TABULATION OF FREQUENCY OF PREFERENCE EXPRESSED BETWEEN PAIRS OF CHARACTERISTIC STATEMENTS BY EMPLOYED WOMEN

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ------- | 129 | 33 | 102 | 158 | 161 | 162 | 49 | 189 | 80 | 1063 |
| 2 | 78 | ------- | 38 | 98 | 174 | 158 | 103 | 63 | 174 | 43 | 929 |
| 3 | 174 | 169 | ------- | 159 | 193 | 199 | 189 | 112 | 187 | 129 | 1511 |
| 4 | 105 | 109 | 48 | ------- | 180 | 145 | 173 | 63 | 172 | 50 | 1045 |
| 5 | 49 | 33 | 14 | 27 | ------- | 42 | 38 | 30 | 72 | 11 | 316 |
| 6 | 46 | 49 | 8 | 62 | 165 | ------- | 78 | 26 | 128 | 31 | 593 |
| 7 | 45 | 104 | 18 | 34 | 169 | 129 | ------- | 31 | 157 | 20 | 707 |
| 8 | 158 | 144 | 95 | 144 | 177 | 181 | 176 | ------- | 188 | 117 | 1380 |
| 9 | 18 | 33 | 20 | 35 | 135 | 79 | 50 | 19 | ------- | 24 | 413 |
| 10 | 127 | 164 | 78 | 157 | 196 | 176 | 187 | 90 | 183 | ------- | 1358 |
| Total | 800 | 934 | 352 | 818 | 1547 | 1270 | 1156 | 483 | 1450 | 505 | 9315 |

TABLE IV—TABULATION OF FREQUENCY OF PREFERENCE EXPRESSED BETWEEN PAIRS OF CHARACTERISTIC STATEMENTS BY COLLEGE STUDENTS

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ---- | 165 | 51 | 104 | 151 | 167 | 158 | 44 | 209 | 69 | 1118 |
| 2 | 64 | ---- | 45 | 73 | 174 | 158 | 90 | 36 | 149 | 27 | 816 |
| 3 | 178 | 184 | ---- | 137 | 195 | 215 | 175 | 107 | 198 | 88 | 1477 |
| 4 | 125 | 156 | 92 | ---- | 213 | 170 | 188 | 60 | 192 | 46 | 1242 |
| 5 | 78 | 55 | 34 | 16 | ---- | 76 | 33 | 13 | 95 | 3 | 403 |
| 6 | 62 | 71 | 14 | 59 | 153 | ---- | 93 | 25 | 122 | 19 | 618 |
| 7 | 71 | 139 | 54 | 41 | 196 | 136 | ---- | 31 | 169 | 13 | 856 |
| 8 | 185 | 193 | 122 | 169 | 216 | 204 | 198 | ---- | 214 | 102 | 1603 |
| 9 | 20 | 80 | 31 | 37 | 134 | 107 | 60 | 15 | ---- | 17 | 429 |
| 10 | 160 | 202 | 141 | 183 | 226 | 210 | 216 | 127 | 212 | ---- | 1676 |
| Total | 943 | 1173 | 584 | 819 | 1657 | 1443 | 1211 | 458 | 1560 | 384 | 10223 |

TABLE V—TABULATION OF FREQUENCY OF PREFERENCE EXPRESSED BETWEEN PAIRS OF CHARACTERISTIC STATEMENTS BY HIGH SCHOOL GIRLS

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ---- | 152 | 66 | 150 | 172 | 169 | 176 | 42 | 200 | 84 | 1211 |
| 2 | 88 | ---- | 65 | 106 | 182 | 172 | 116 | 67 | 174 | 64 | 1034 |
| 3 | 174 | 175 | ---- | 148 | 193 | 212 | 186 | 82 | 194 | 119 | 1483 |
| 4 | 90 | 134 | 92 | ---- | 200 | 162 | 173 | 56 | 178 | 66 | 1151 |
| 5 | 68 | 58 | 47 | 40 | ---- | 64 | 54 | 35 | 88 | 28 | 482 |
| 6 | 71 | 68 | 28 | 78 | 176 | ---- | 106 | 23 | 146 | 44 | 740 |
| 7 | 64 | 124 | 54 | 67 | 186 | 134 | ---- | 45 | 173 | 30 | 877 |
| 8 | 198 | 173 | 158 | 184 | 205 | 217 | 195 | ---- | 209 | 141 | 1680 |
| 9 | 40 | 66 | 46 | 62 | 152 | 94 | 67 | 31 | ---- | 38 | 596 |
| 10 | 156 | 176 | 121 | 174 | 212 | 196 | 210 | 99 | 202 | ---- | 1546 |
| Total | 949 | 1126 | 677 | 1009 | 1678 | 1420 | 1283 | 480 | 1564 | 614 | 10800 |

TABLE VI—PERCENTAGES OF PREFERENCE EXPRESSED FOR EACH STATEMENT BY EMPLOYERS

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ------ | .603 | .129 | .558 | .857 | .799 | .804 | .272 | .951 | .371 | 5.344 |
| 2 | .397 | ------ | .138 | .473 | .884 | .812 | .571 | .353 | .812 | .281 | 4.721 |
| 3 | .871 | .862 | ------ | .790 | .946 | .964 | .933 | .567 | .924 | .670 | 7.527 |
| 4 | .442 | .527 | .210 | ------ | .906 | .719 | .862 | .371 | .812 | .299 | 5.148 |
| 5 | .143 | .116 | .054 | .094 | ------ | .179 | .147 | .071 | .281 | .036 | 1.121 |
| 6 | .201 | .188 | .036 | .281 | .821 | ------ | .384 | .094 | .589 | .143 | 2.737 |
| 7 | .196 | .429 | .067 | .138 | .853 | .616 | ------ | .107 | .670 | .089 | 3.165 |
| 8 | .728 | .647 | .433 | .629 | .929 | .906 | .893 | ------ | .871 | .545 | 6.581 |
| 9 | .049 | .188 | .076 | .188 | .719 | .411 | .330 | .129 | ------ | .138 | 2.228 |
| 10 | .629 | .719 | .330 | .701 | .964 | .857 | .911 | .455 | .862 | ------ | 6.428 |
| Total | 3.656 | 4.279 | 1.473 | 3.852 | 7.879 | 6.263 | 5.835 | 2.419 | 6.772 | 2.572 | 45.000 |
| Rank Order | 7 | 5 | 10 | 6 | 1 | 3 | 4 | 9 | 2 | 8 | |

TABLE VII—PERCENTAGES OF PREFERENCE EXPRESSED FOR EACH STATEMENT BY EMPLOYED WOMEN

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ------ | .623 | .159 | .493 | .763 | .778 | .783 | .237 | .913 | .386 | 5.135 |
| 2 | .377 | ------ | .184 | .473 | .841 | .763 | .498 | .304 | .841 | .208 | 4.489 |
| 3 | .841 | .816 | ------ | .768 | .932 | .961 | .913 | .541 | .903 | .623 | 7.298 |
| 4 | .507 | .527 | .232 | ------ | .870 | .700 | .836 | .304 | .831 | .242 | 5.049 |
| 5 | .237 | .159 | .068 | .130 | ------ | .203 | .184 | .145 | .348 | .053 | 1.527 |
| 6 | .222 | .237 | .039 | .300 | .797 | ------ | .377 | .126 | .618 | .150 | 2.866 |
| 7 | .217 | .502 | .087 | .164 | .816 | .623 | ------ | .150 | .758 | .097 | 3.414 |
| 8 | .763 | .696 | .459 | .696 | .855 | .874 | .850 | ------ | .908 | .565 | 6.666 |
| 9 | .087 | .159 | .097 | .169 | .652 | .382 | .242 | .092 | ------ | .116 | 1.996 |
| 10 | .614 | .792 | .377 | .758 | .947 | .850 | .903 | .435 | .884 | ------ | 6.560 |
| Total | 3.865 | 4.511 | 1.702 | 3.951 | 7.473 | 6.134 | 5.586 | 2.334 | 7.004 | 2.440 | 45.000 |
| Rank Order | 7 | 5 | 10 | 6 | 1 | 3 | 4 | 9 | 2 | 8 | |

TABLE VIII—PERCENTAGES OF PREFERENCE EXPRESSED FOR EACH STATEMENT BY COLLEGE STUDENTS

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ----- | .721 | .223 | .454 | .659 | .729 | .690 | .192 | .913 | .301 | 4.882 |
| 2 | .279 | ----- | .197 | .319 | .760 | .690 | .393 | .157 | .651 | .118 | 3.564 |
| 3 | .777 | .803 | ----- | .598 | .852 | .939 | .764 | .467 | .865 | .384 | 6.449 |
| 4 | .546 | .681 | .402 | ----- | .930 | .742 | .821 | .262 | .838 | .201 | 5.423 |
| 5 | .341 | .240 | .148 | .070 | ----- | .332 | .144 | .057 | .415 | .013 | 1.760 |
| 6 | .271 | .310 | .061 | .258 | .668 | ----- | .406 | .109 | .533 | .083 | 2.699 |
| 7 | .310 | .607 | .236 | .179 | .856 | .594 | ----- | .135 | .738 | .057 | 3.712 |
| 8 | .808 | .843 | .533 | .738 | .943 | .891 | .865 | ----- | .934 | .445 | 7.000 |
| 9 | .087 | .349 | .135 | .162 | .585 | .467 | .262 | .066 | ----- | .074 | 2.187 |
| 10 | .699 | .882 | .616 | .799 | .987 | .917 | .943 | .555 | .926 | ----- | 7.324 |
| Total | 4.118 | 5.436 | 2.550 | 3.577 | 7.240 | 6.301 | 5.288 | 2.000 | 6.813 | 1.676 | 45.000 |
| Rank Order | 6 | 4 | 8 | 7 | 1 | 3 | 5 | 9 | 2 | 10 | |

TABLE IX—PERCENTAGES OF PREFERENCE EXPRESSED FOR EACH STATEMENT BY HIGH SCHOOL GIRLS

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ----- | .633 | .275 | .625 | .717 | .704 | .733 | .175 | .833 | .350 | 5.045 |
| 2 | .367 | ----- | .271 | .442 | .758 | .717 | .483 | .279 | .725 | .267 | 4.309 |
| 3 | .725 | .729 | ----- | .617 | .804 | .883 | .775 | .342 | .808 | .496 | 6.179 |
| 4 | .375 | .558 | .383 | ----- | .833 | .675 | .721 | .233 | .742 | .275 | 4.795 |
| 5 | .283 | .242 | .196 | .167 | ----- | .267 | .225 | .146 | .367 | .117 | 2.010 |
| 6 | .296 | .283 | .117 | .325 | .733 | ----- | .442 | .096 | .608 | .183 | 3.083 |
| 7 | .267 | .517 | .225 | .279 | .775 | .558 | ----- | .187 | .721 | .125 | 3.654 |
| 8 | .825 | .721 | .658 | .767 | .854 | .904 | .813 | ----- | .871 | .587 | 7.000 |
| 9 | .167 | .275 | .192 | .258 | .633 | .392 | .279 | .129 | ----- | .158 | 2.483 |
| 10 | .650 | .733 | .504 | .725 | .883 | .817 | .875 | .413 | .842 | ----- | 6.442 |
| Total | 3.955 | 4.691 | 2.821 | 4.205 | 6.990 | 5.917 | 5.346 | 2.000 | 6.517 | 2.558 | 45.000 |
| Rank Order | 7 | 5 | 8 | 6 | 1 | 3 | 4 | 10 | 2 | 9 | |

Noting the rank order listed in the last line of Table VI and referring to the first line of the table for the number of the statement; Statement 5, A Woman Employee Who Is Thoroughly Reliable in All Her Business Relationships, being checked by the greatest number of employers is given rank I; Statement 9 is given rank II, etc., for each of the ten statements. In like manner, rankings for the other three groups were calculated.

TABLE X—RANK ORDER OF EACH OF THE TEN STATEMENTS AS ASSIGNED BY EACH OF THE FOUR GROUPS OF PEOPLE

| No. | Statement | Employers | Employed Women | College Women | Hi. Schl. Sr. Girls |
|---|---|---|---|---|---|
| 1 | A woman employee with a general well-rounded education and training | 7 | 7 | 6 | 7 |
| 2 | A woman employee who has initiative and who works independently | 5 | 5 | 4 | 5 |
| 3 | A woman employee who is well-groomed and shows good taste in her personal appearance | 10 | 10 | 8 | 8 |
| 4 | A woman employee with a thorough knowledge or skill in a particular type of business | 6 | 6 | 7 | 6 |
| 5 | A woman employee who is thoroughly reliable in all of her business relationships | 1 | 1 | 1 | 1 |
| 6 | A woman employee who is tactful in meeting and dealing with all kinds of people | 3 | 3 | 3 | 3 |
| 7 | A woman employee who shows marked efficiency in the work she does | 4 | 4 | 5 | 4 |
| 8 | A woman employee who is self-possessed, well-poised, and has a good family background | 9 | 9 | 9 | 10 |
| 9 | A woman employee who has the ability to assume responsibility in business emergencies | 2 | 2 | 2 | 2 |
| 10 | A woman employee who accomplishes a great amount of work | 8 | 8 | 10 | 9 |

Table X indicates that all groups rank Statement 5, A Woman Employee Who Is Thoroughly Reliable in All of Her Business Relationships, as most important. All

TABLE XI—SIGMA VALUES OF PROPORTION OF PREFERENCE FOR EACH OF THE PAIRS OF STATEMENTS AS EXPRESSED BY EMPLOYERS

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ..... | .26 | —1.13 | .15 | 1.07 | .84 | .86 | — .61 | 1.65 | — .33 |
| 2 | — .26 | ..... | —1.09 | — .07 | 1.20 | .89 | .18 | — .38 | .89 | — .58 |
| 3 | 1.13 | 1.09 | ..... | .81 | 1.61 | 1.80 | 1.50 | .17 | 1.43 | .44 |
| 4 | — .15 | .07 | — .81 | ..... | 1.32 | .58 | 1.09 | — .33 | .89 | — .53 |
| 5 | —1.07 | —1.20 | —1.61 | —1.32 | ..... | — .92 | —1.05 | —1.47 | — .58 | —1.80 |
| 6 | — .84 | — .89 | —1.80 | — .58 | .92 | ..... | — .29 | —1.32 | .22 | —1.07 |
| 7 | — .86 | — .18 | —1.50 | —1.09 | 1.05 | .29 | ..... | —1.24 | .44 | —1.35 |
| 8 | .61 | .38 | — .17 | .33 | 1.47 | 1.32 | 1.24 | ..... | 1.13 | .11 |
| 9 | —1.65 | — .89 | —1.43 | — .89 | .58 | — .22 | — .44 | —1.13 | ..... | —1.09 |
| 10 | .33 | .58 | — .44 | .53 | 1.80 | 1.07 | 1.35 | — .11 | 1.09 | ..... |

TABLE XII—SIGMA VALUES OF PROPORTION OF PREFERENCE FOR EACH OF THE PAIRS OF STATEMENTS AS EXPRESSED BY EMPLOYED WOMEN

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ..... | .31 | —1.00 | — .02 | .72 | .77 | .78 | — .72 | 1.36 | — .29 |
| 2 | — .31 | ..... | — .90 | — .07 | 1.00 | .72 | — .01 | — .51 | 1.00 | — .81 |
| 3 | 1.00 | .90 | ..... | .73 | 1.49 | 1.76 | 1.36 | .10 | 1.30 | .31 |
| 4 | .02 | .07 | — .13 | ..... | 1.13 | .52 | .98 | — .51 | .96 | — .70 |
| 5 | — .72 | —1.00 | —1.49 | —1.13 | ..... | — .83 | — .90 | —1.06 | — .39 | —1.62 |
| 6 | — .77 | — .72 | —1.76 | — .52 | .83 | ..... | — .31 | —1.15 | .30 | —1.04 |
| 7 | — .78 | .01 | —1.36 | — .98 | .90 | .31 | ..... | —1.04 | .70 | —1.30 |
| 8 | .72 | .51 | — .10 | .51 | 1.06 | 1.15 | 1.04 | ..... | 1.33 | .16 |
| 9 | —1.36 | —1.00 | —1.30 | — .96 | .39 | — .30 | — .70 | —1.33 | ..... | —1.20 |
| 10 | .29 | .81 | — .31 | .70 | 1.62 | 1.04 | 1.30 | — .16 | 1.20 | ..... |

TABLE XIII—SIGMA VALUES OF PROPORTION OF PREFERENCE FOR EACH OF THE PAIRS OF STATEMENTS AS EXPRESSED BY COLLEGE STUDENTS

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ---------- | .59 | — .76 | — .12 | .41 | .61 | .50 | — .87 | 1.36 | — .52 |
| 2 | — .59 | ---------- | — .85 | — .47 | .71 | .50 | — .27 | —1.01 | .39 | —1.19 |
| 3 | .76 | .85 | ---------- | .25 | 1.05 | 1.55 | .72 | — .08 | 1.10 | — .29 |
| 4 | .12 | .47 | — .25 | ---------- | 1.48 | .65 | .92 | — .64 | .99 | — .84 |
| 5 | — .41 | — .71 | —1.05 | —1.48 | ---------- | — .43 | —1.06 | —1.58 | — .21 | —2.23 |
| 6 | — .61 | — .50 | —1.55 | — .65 | .43 | ---------- | — .24 | —1.23 | .08 | —1.39 |
| 7 | — .50 | .27 | — .72 | — .92 | 1.06 | .24 | ---------- | —1.10 | .64 | —1.58 |
| 8 | .87 | 1.01 | .08 | .64 | 1.58 | 1.23 | 1.10 | ---------- | 1.51 | — .14 |
| 9 | —1.36 | — .39 | —1.10 | — .99 | .21 | —1.08 | — .64 | —1.51 | ---------- | —1.45 |
| 10 | .52 | 1.19 | .29 | .84 | 2.23 | 1.39 | 1.58 | .14 | 1.45 | ---------- |

TABLE XIV—SIGMA VALUES OF PROPORTION OF PREFERENCE FOR EACH OF THE PAIRS OF STATEMENTS AS EXPRESSED BY HIGH SCHOOL GIRLS

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ---------- | .34 | — .60 | .32 | .57 | .54 | .62 | — .93 | .97 | — .39 |
| 2 | — .34 | ---------- | — .61 | — .15 | .70 | .57 | — .04 | — .59 | .60 | — .62 |
| 3 | .60 | .61 | ---------- | .30 | .86 | 1.19 | .76 | — .41 | .87 | — .01 |
| 4 | — .32 | .15 | — .30 | ---------- | .97 | .45 | .59 | — .73 | .65 | — .60 |
| 5 | — .57 | — .70 | — .86 | — .97 | ---------- | — .62 | — .76 | —1.05 | — .34 | —1.19 |
| 6 | — .54 | — .57 | —1.19 | — .45 | .62 | ---------- | — .15 | —1.30 | .27 | — .90 |
| 7 | — .62 | .04 | — .76 | — .59 | .76 | .15 | ---------- | — .89 | .59 | —1.15 |
| 8 | .93 | .59 | .41 | .73 | 1.05 | 1.30 | .89 | ---------- | 1.13 | .22 |
| 9 | — .97 | — .60 | — .87 | — .65 | .34 | — .27 | — .59 | —1.13 | ---------- | —1.00 |
| 10 | .39 | .62 | .01 | .60 | 1.19 | .90 | 1.15 | — .22 | 1.00 | ---------- |

TABLE XV—SCALE VALUE OF EACH STATEMENT AS RATED BY EACH OF THE FOUR GROUPS

| No. | Statement | Employers | Employed Women | College Women | Hi. Schl. Sr. Girls |
|---|---|---|---|---|---|
| 1 | A woman employee with a general well-rounded education and training | —1.95 | —1.56 | —1.47 | —1.20 |
| 2 | A woman employee who has initiative and who works independently | —1.67 | —1.31 | —0.90 | —0.93 |
| 3 | A woman employee who is well-groomed and shows good taste in her personal appearance | —2.97 | —2.56 | —2.13 | —1.67 |
| 4 | A woman employee with a thorough knowledge or skill in a particular type of business | —1.86 | —1.54 | —1.71 | —1.12 |
| 5 | A woman employee who is thoroughly reliable in all of her business relationships | 0.00 | 0.00 | 0.00 | 0.00 |
| 6 | A woman employee who is tactful in meeting and dealing with all kinds of people | —0.76 | —0.57 | —0.49 | —0.40 |
| 7 | A woman employee who shows marked efficiency in the work she does | —0.93 | —0.79 | —0.93 | —0.65 |
| 8 | A woman employee who is self-possessed, well-poised, and has a good family background | —2.47 | —2.19 | —2.41 | —2.02 |
| 9 | A woman employee who has the ability to assume responsibility in business emergencies | —0.55 | —0.20 | —0.26 | —0.19 |
| 10 | A woman employee who accomplishes a great amount of work | —2.44 | —2.21 | —2.66 | —1.80 |

four groups also agree as to rank assigned to Statement 9, A Woman Employee Who Has the Ability to Assume Responsibility in Business Emergencies, and Statement 6, A Woman Employee Who Is Tactful in Meeting and Dealing with All Kinds of People. It should be noted that this agreement occurs for the three traits ranked

most important. Such agreement of rank does not occur for any other statement.

We are able to get a more accurate measure of agreement or disagreement of the relative ranks assigned by each of the groups to the statements. We are concerned not only with the rank order assigned to each statement, but also, knowing that Statement 9 ranks second to Statement 5, we are interested to know how much below Statement 5 it ranks, and if there is a greater difference between Statements 9 and 5 as assigned by one group than between Statements 9 and 5 as assigned by any other group.

In order to make a more valid comparison, the method of absolute scaling was used. For this reason, the precentages of preferences listed in Tables VI, VII, VIII, and IX, were translated into their corresponding sigma values by the use of Kelly's[7] tables and are listed in Tables XI, XII, XIII, XIV.[8]

First, the separation for each pair of statements was calculated. Using these as a basis, the scale value for each question for each of the four groups was determined. These are listed in Table XV and are presented graphically in Figures 1, 2, 3, and 4. In Figure 5, the ratings of the four groups are compared.

The differences in scale separations are calculated for pairs of statements which are adjacent in the rank order. Since in each of the four groups Statement 5 ranks first, it was used as an origin and scale values were calculated on this basis. Since all other statements were preferred less often than Statement 5, they rank below 5 and scale values assigned them, therefore, are negative values. Our scale is indicated as o, —1, —2, —3.[9]

Statement 9, which ranked second in each group, falls much lower on the employers' scale than on the scale for the other groups. We conclude that although both the employers and employed women consider Statement 9 next important to Statement 5, the employers rank it

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7. Kelley, Truman L., *Statistical Method*, Macmillan Company, 1924, Appendix C, pp. 373-385.

8. The statistical procedure is rather intricate and is not presented here. Those interested are referred to *Journal of General Psychology*, Vol. 1, July-October, 1928; Thurstone, L. L., "An Experimental Study of Nationality Differences".

9. The distance as expressed in sigma value is the unit of absolute scaling.

## SCALE OF EMPLOYERS' PREFERENCES

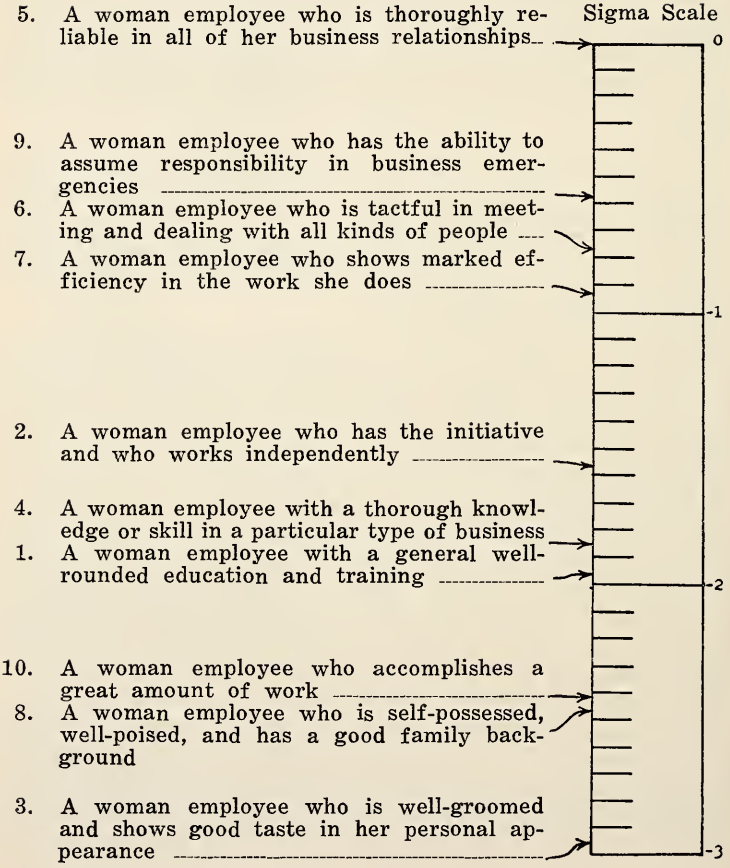



Figure 1

SCALE OF EMPLOYED WOMEN'S PREFERENCES

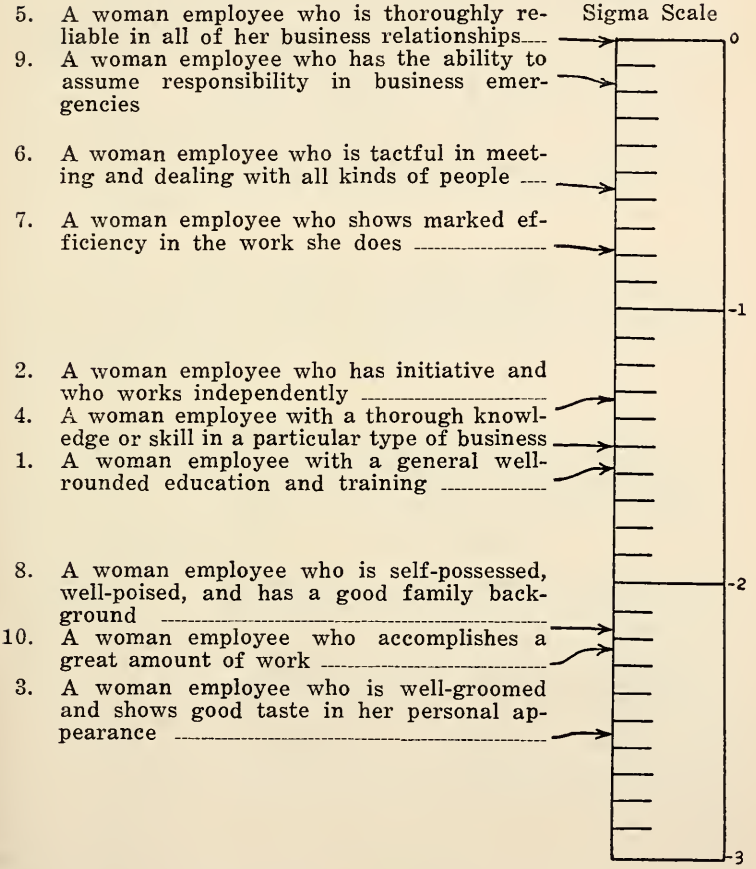



Figure 2

SCALE OF COLLEGE WOMEN'S PREFERENCES

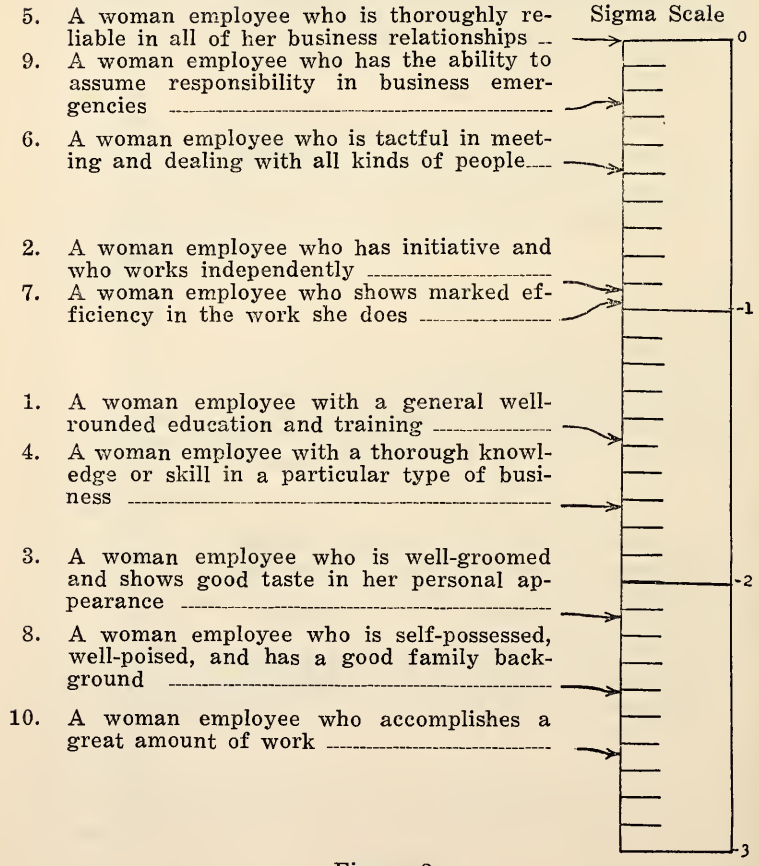



Figure 3

SCALE OF HIGH SCHOOL SENIOR GIRLS' PREFERENCES

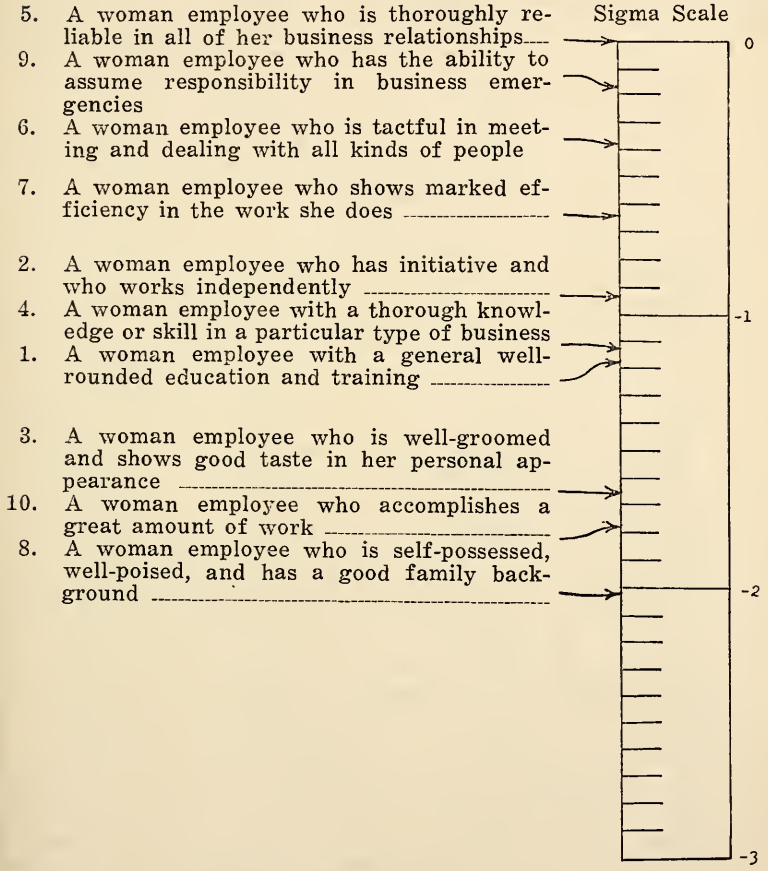



Figure 4

SCALE OF PREFERENCE FOR EACH OF THE FOUR GROUPS

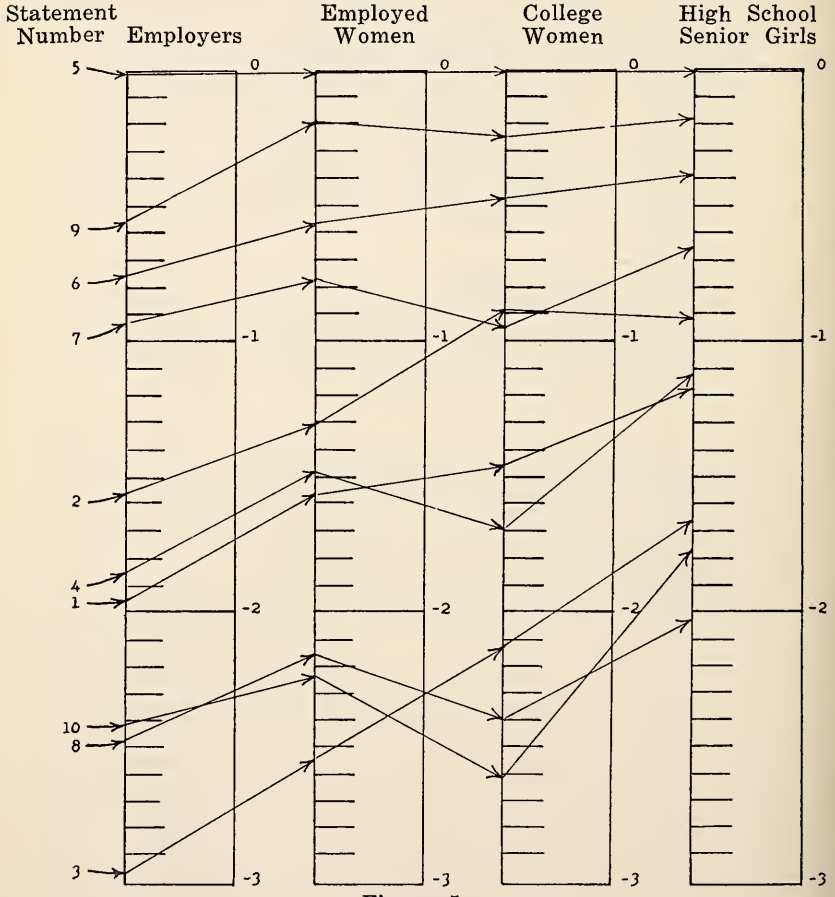



Figure 5

approximately three times the distance below 5 than the place assigned to it by the employed women.

It may seem remarkable that the various groups are in close agreement on the rankings of the first three statements. This is as would be expected; that on ratings of those traits which are considered most essential there would be closer agreement and that greater differences would exist between ratings of statements at the lower end of the scale.

It is to be noted also that the four groups differ considerably in the range of scale values assigned to the statements. The scale for the high school senior girls varies approximately only two sigma while the scale of the employers varies approximately three sigma. The narrower range of the high school girls would indicate that they were less discriminating in the rating assigned to each of the questions. This may be due primarily to lack of knowledge of occupational demands made of women. It also would be expected that of the four groups high school girls would be most lacking in occupational information. Even if they had the information, they probably would be lacking in ability to make discriminating judgments. Probably the greatest factor involved for the smaller range is the lack of interest. Conceivably employed women, employers, and college women would be more interested in employment characteristics of women than would high school seniors since the question of such employment is on the whole further removed from the high school girl. Possibly these same reasons account for the somewhat narrower range of judgments of the college women. By similar reasoning the greater range of the employers' judgments may be explained.

Another interesting fact to note is that the employers of women and the employed women are in perfect agreement as to rank order and in closer agreement as to the scale value of the statements than are any of the other groups. This is as would be expected since for the most part these employed women have worked for the employers who answered the questionnaire. If they did not agree, or at least if they were not observant of those traits which the employers hold important, they probably would not be employed by them. The women in the other two groups probably will mold their work habits somewhat in agreement with the employer's ideas or seek positions which demand work characteristics which they possess.

It is to be noted that Statements 9 and 6 hold approximately the same scale rank for all four groups with a small preference shown to 9 by the employed women. Statements 7 and 1 have similar relative scale placement in each of the groups except that of the college women. The college women assigned Statement 2 a relatively higher place on the scale and Statement 7 a relatively lower place. One is led to conclude that either the meaning of the two statements was confused or that the college women considered them of equal importance. Possibly the latter is the case since the other three groups were able to judge the difference between the two. The training of the women at Alabama College may have been a factor in their judgment that initiative and independence is relatively more important than efficiency. One such factor may be the independence in the thinking of a college student, especially of a woman attending a woman's college. Such a student would in her thinking be more independent than the high school girl since the college woman is no longer directly under the influence of her parents which removes her thinking from their influence. Women on a campus of a woman's college would not be as dominated by men's opinions as those on a co-educational campus. The college women also would not, as the employed women, be influenced by the employers' opinions. Because of her lack of experience, she would not evaluate efficiency so high. If the above reasoning is correct, the college women looking forward to employment should be advised to be less independent and to put forth a greater effort to strive for more efficiency in the work they will be called upon to do.

Comparing Statement 4, A Woman Employee with a Thorough Knowledge or Skill in a Particular Type of Business, and Statement 1, A Woman Employee with a General Well-Rounded Education and Training, the college women's opinion is in disagreement with that of each of the other three groups. This disagreement is not surprising since the college group definitely represents those in the process of securing a more general education. It may be of particular value to them in the type of work to which they aspire. It must be conceded that many positions do require a broader training, and the college is the means through which people are trained for such positions. The same thing could be said for Statement 1 as compared to 7. This may indicate that the college group are those training for positions which demand a

general well-rounded education and training rather than marked efficiency in a particular skill.

Employers rate Statement 2, A Woman Employee Who Has Initiative and Who Works Independently, lower than do any of the other three groups. Possibly there still is inherent in their thinking the prejudice against women's holding policy-making positions.

The ratings given by each of the four groups to Statement 3, A Woman Who Is Well Groomed and Shows Good Taste in Her Personal Appearance, are interesting for their variation. The high school senior girls rate it highest, the college women not quite so high, the employed women place it lower, and the employer lowest. The fact that the employers place less emphasis on the employees' personal appearance than do the employees themselves may indicate that their women employees are so appropriately dressed and well-groomed that the employers do not need to give the matter their attention. Employed women are older than the college women and the college women are older than the high school seniors. There seems, therefore, to be a positive correlation between emphasis on dress and youthfulness of the group of women rating the traits. The employed women agree on ranking this trait least important, but do not place it as low on the scale as the employer. Both college women and high school senior girls rate this statement higher than Statement 8, A Woman Who Is Self-Possessed, Well-Poised, and Has a Good Family Background, and 10, A Woman Employee Who Accomplishes a Great Amount of Work.

The employers assign Statement 10, A Woman Employee Who Accomplishes A Great Amount of Work, a place third from the lowest place on the scale. The employed women and high school girls assign it a place next to the last place and the college women assign it the lowest place. Women should note that employers rate amount accomplished comparatively more important than they do and lend their efforts to accomplish more. This may be interpreted that employers desire their women employees to work harder, or to work more persistently and more effectively.

Parents in desiring a college education for their children often do so thinking that an education will enable them to earn their living without working so hard. It may be this general attitude which influenced the think-

ing of the college students to assign Statement 10 the lowest place on the scale.

A similar study made in 1929 when the economic conditions were at their best or in 1949 when the present is history, might show considerable change in the ratings of these various traits by each of these groups, for undoubtedly all attitudes toward work are affected by the economic condition. Since women's employment is mostly affected by such changes, it might be expected that studies made at such periods would show markedly different rating assigned to the various statements.

For the present a careful study of the results of this investigation should be both stimulating and instructive to women employees and prospective women employees and should be revealing to the employer of women.

## SUMMARY

This is the third of a series of studies pertaining to women's interests made and published by Alabama Business and Professional Women's Clubs in collaboration with Alabama College. The title of the publication, "Alabama Women and Their Employers," was suggested by the topics for the year's study, "My Business and Yours," and by the slogan of the organization, "A better business woman for a better business world".

Such a study was considered to be especially pertinent at this time of general economic distress in which women's right to work is challenged and because of the subjugation of women in dictatorial nations.

In order to orient the reader and to enlist his interest, fallacies regarding women in employment are cited and briefly discussed. Among common fallacies are those cited so often as to become trite, namely: that it is unseemly for women to work outside the home; that to do so makes them less fit for marriage; that women work only for pin money with the inference that women have no real need for employment to support themselves or dependents, that work should be denied to married women; that women should not be permitted to work during an economic depression.

Other fallacies not so clearly recognized or so often refuted are: that all men are opposed to women's working outside the home; that only men oppose women's working; that women seek half the employment available and that eventually the people employed will be half women and half men; that when women work outside the home they should carry their home obligations and do their work just as they would if they were not employed; that women are emotionally unfit to be employed outside the home except in the most menial and poorest paid positions; that whenever a woman fails to make good in employment outside the home it is because of discrimination against women in favor of men.

The present study is unique in that it is an attempt to get at the thinking of men and women, employers, employees, and prospective employees regarding traits and qualifications demanded by employers of women.

It was difficult to limit the scope of the study and to decide upon the method to be employed in the undertaking. After careful consideration the study was limited to outstanding work characteristics desired by em-

ployers of women. Ten statements descriptive of such traits were submitted to four distinctly different groups: employers of women, employed women, women college students, and high school senior girls, through printed questionnaires in order that they might indicate their estimate of the relative importance of the statements.

The college women were students at Alabama College who answered the questionnaire at the request of the writer. The Sophomore, Junior, and Senior classes were about equally represented. In all, 229 completed questionnaires were returned by this group. The other three groups who answered the questionnaires were drawn from twenty-two Alabama cities in each of which there is an organized Business and Professional Women's club. The club in each city served as a medium through which to secure the information called for by the questionnaire. Completed questionnaires were returned by 224 employers, 207 employed women and 240 high school seniors.

Each of the ten statements as here listed was considered with reference to its interpretation and in regard to the significance of the trait in various situations, businesses and conditions.

**Statement of Traits Desired of Women Employees**

1. A woman employee with a general well-rounded education and training.
2. A woman employee who has initiative and who works independently.
3. A woman employee who is well-groomed and shows good taste in her personal appearance.
4. A woman employee with a thorough knowledge or skill in a particular type of business.
5. A woman employee who is thoroughly reliable in all her business relationships.
6. A woman employee who is tactful in meeting and dealing with all kinds of people.
7. A woman employee who shows marked efficiency in the work she does.
8. A woman employee who is self-possessed, well-poised, and has a good family background.
9. A woman employee who has the ability to assume responsibility in business emergencies.
10. A woman employee who accomplishes a great amount of work.

It is recognized that the training, personal experience, personal opinion and prejudice of the person replying as well as the type of employment which the person has in mind are large factors in determining a person's preference in favor of one or against the other of a pair of statements between which he is asked to choose.

Inasmuch as the same factors are involved in the employment of women, the results should be a rather valid indication of the relative value of the various traits to women in employment.

An analysis of the statistical data indicates that employers make the closest discrimination in judging the various statements; high school senior girls are the least discriminating in their preferences.

The employed women show a greater agreement with the employers' judgments than the other two groups. The college women's judgments vary most from that of the employers. Other interesting points of variation and similarity in the judgments of the various groups and their significance to the employment situation are brought to the readers' attention.

A careful study of the results of this investigation should be both stimulating and instructive to those interested in the question of women in the employment world.

# APPENDICES

## APPENDIX A

November 18, 1938.

Letter to Club Presidents:

At the state convention of the Alabama Business and Professional Women's Club in Birmingham in May, they voted to cooperate again with Alabama College in making a state-wide study.

I am proposing this year to work up a study on information regarding what characteristics employers think are most desirable in women employees and what characteristics women employees themselves think important.

This is to be undertaken as a special project. Previous years there was a research committee in the general set-up of the club. It is my suggestion that each club president appoint a special committee of about three people who will be interested and so situated that they can effectively serve on this committee.

I am writing to you as club president asking that you appoint such a committee immediately, explaining to them what the nature of the work will be. Then send me the name and address of the chairman so that I may work directly through the committee.

The work will involve: First, sending me the names and addresses of employers in your town who employ women and are willing to cooperate in such a study by answering a questionnaire; and, second, the distribution of questionnaires to the members of the club and other working women and collecting and returning them to me.

Please keep in mind that I will send proper blanks for sending in the information regarding the employers and questionnaires which are to be distributed to the women.

I am anxious that, as in previous studies, the clubs will participate one hundred per cent. For that reason, please appoint your committee and send me their names immediately. I am sure that we will receive as much favorable comment and derive as much good from the projected study as from those that we have previously published.

Sincerely yours,
MINNIE L. STECKEL.

January 2, 1939.

Letter to Chairmen of Special Committee:

Under separate cover I am sending you questionnaires. The blue ones are to be given to the members of your club and the white ones are to be given to high school seniors.

I suggest that you make an effort to get just as many people at your next meeting as you can. Since the questionnaire calls for nothing personal, I think it would be well to pass them out at the meeting and let each member answer them right at the meeting similar to taking a test. Follow this up by checking your roll and reaching individually those members who were not present at your meeting. Collect them and return them to me in one package.

If any members of your club are employers, you should have sent me their names. If you have not done so, please do it by return mail. They are not to answer the questionnaires which I am sending to you, but I will send them one directly.

With reference to high school girls' answering the questionnaires,

I believe that the principal of your high school will be glad to make arrangements for you to have a session with as many senior girls as questionnaires enclosed, so that you could have them answer the questionnaire at one sitting. Please call to their attention the last sentence in bold type, "Be sure to check one of each pair even if you have to make a guess to do so".

I would appreciate it if you could get these questionnaires to me just as soon as possible. I am mailing out the questionnaires to the employers this week. Please ask the members of your club to inquire of their employers if they have received the questionnaire and suggest that they answer it promptly.

Sincerely yours,
MINNIE L. STECKEL,
Personnel Director.

January 5, 1938.

Letter to Employers of Women:

The members of the Alabama Business and Professional Women's Clubs in cooperation with Alabama College, the State College for Women, are endeavoring to get a clearer idea of the relative importance of some of the business qualities and characteristics which employers are looking for in their women employees.

We are asking a number of employers in representative cities of Alabama to check the enclosed questionnaire and return it in the self-addressed stamped envelope enclosed.

The study based on the employers' replies will be completed in approximately six months. A request to Mr. Chas. G. Dobbins, Executive Secretary, Alabama College, will bring you a free copy as soon as the results are published.

Please note you are requested not to sign your name so that your reaction will be wholly impersonal and confidential.

Sincerely yours,
MINNIE L. STECKEL,
Personnel Director.

MLS:VH
Enc. 2

## APPENDIX B

Special Committees from Alabama Business and Professional Women's Clubs Who Assisted in the Survey

**Albertville**—Mrs. R. R. Riggs, Chairman; Mrs. A. A. Luther, Mrs. Emma McNaron.

**Anniston**—Mrs. Una C. Graves, Chairman; Mrs. Eula Tramell, Miss Bessie Russel.

**Athens**—Miss Flossie E. O'Grady, Chairman; Miss Birdie Morrell, Miss Ethel Hines.

**Auburn**—Mrs. Minnie E. Rose, Chairman; Mrs. Jane Cash.

**Bay Minette**—Mrs. Margaret P. Hayes, Chairman; Miss Winnie S. Scarborough, Mrs. Evelyn T. Faulkner.

**Birmingham**—Miss Bessie Merrill, Chairman; Miss Clarie Lynch, Miss Alma Lamar Bachman, Miss Bertha S. Beachwood, Mrs. Gertrude G. De Armond.

**Columbiana**—Mrs. Grace Carter, Chairman; Mrs. Roxie Sasser, Miss Mildred Meroney.

**Cullman**—Mrs. Lucille Hughes, Chairman; Mrs. Venue Pate, Miss Mary Clyde Garner.

**Decatur**—Mrs. Beulah Jones Pettey, Chairman; Miss Cleo Lovin.

**Fairfield**—Mrs. Helen M. Jenkins, Chairman; Mrs. George Looney, Miss Jennie Horne.

**Gadsden**—Miss Kathryn Burnham, Chairman; Mrs. Bessie J. Farrar, Mrs. Ella Mae Crowe.

**Guntersville**—Mrs. Margaret Latimer, Chairman; Miss May I. McCord, Mrs. Ezra Nash.

**Huntsville**—Mrs. Virginia Bayles, Chairman; Miss Cornelia Powell, Miss Elizabeth Lary.

**Jasper**—Mrs. Quinnie Leith Miller, Chairman; Miss Willard Bagwell, Mrs. Ann Lyn Connell.

**Leeds**—Mrs. Ollie Ryan, Chairman; Miss Mildred Leavelle, Mrs. Maude Miller.

**Mobile**—Mrs. Ellyn B. Beaty, Chairman; Mrs. Ida Touchstone, Miss Mildred Davis, Mrs. E. B. Bowman.

**Montgomery**—Miss Lillian Jones, Chairman; Mrs. Jack Young, Miss Emily Meyer, Miss Maud Shaw, Miss Agnes Baggett.

**Montevallo**—Miss Ethel Reasoner, Chairman; Mrs. Glennie Nybeck, Miss Mary G. Decker.

**Scottsboro**—Mrs. Mary Lee Stubbs, Chairman; Miss Mattie Lou Stockton, Miss Mary Cotton.

**Sylacauga**—Miss Margaret Pollard, Chairman; Miss Alice Whisenant, Miss Willie Ruth Miller, Miss Noma Dobson.

**Tuscaloosa**—Miss Frances Smith, Chairman; Miss Kathryn Seale, Miss Mary Louise Kreider.

**Tuscaloosa, Junior**—Miss Ethel Collins, Chairman; Mrs. J. S. Yerly, Jr., Mrs. T. T. Jandon.

## APPENDIX C

### Alabama Business and Professional Women's Clubs in Cooperation with Alabama College

### Investigation of Relative Importance of Characteristics of Women Employees

This is an investigation to discover the relative importance of a number of outstanding characteristics which are generally expected of women employees.

You are asked merely to place a cross (x) after the statement of the characteristics which you consider most important. For example, suppose the first pair were:

a. A woman employee who is cooperative in all her firm's undertakings ---------- (-----)
or b. A woman employee who is exceptionally accurate -- (-----)

If, in general, you consider "a" more important than "b," place a (x) in the parentheses following "a". If, in general, you think "b" more important than "a," place a (x) in the parentheses following "b".

If you find it difficult to decide between the two, simply place a (x) after one of them anyway. If the two characteristics are about equally important, they will have about the same number of checks in all of the papers. Be Sure to Check One of Each Pair Even If You Have to Make a Guess to Do So.

Do Not Sign Your Name

Which of two women employees who show the following outstanding characteristics would you, in general, rate higher?

a. A woman employee with a general well-rounded education and training ---------- (-----)
or b. A woman employee who is thoroughly reliable in all of her business relationships ---------- (-----)

a. A woman employee who has initiative and who works independently ---------- (-----)
or b. A woman employee who shows marked efficiency in the work she does ---------- (-----)

a. A woman employee who is well-groomed and shows good taste in her personal appearance ---------- (-----)
or b. A woman employee who is self-possessed, well-poised, and has a good family background ---------- (-----)

a. A woman employee with a thorough knowledge or skill in a particular type of business ---------- (-----)
or b. A woman employee who accomplishes a great amount of work ---------- (-----)

a. A woman employee who is thoroughly reliable in all of her business relationships ---------- (-----)
or b. A woman employee who has initiative and who works independently ---------- (-----)

a. A woman employee who is tactful in meeting and dealing with all kinds of people ----- (_____)
or b. A woman employee who is well-groomed and shows good taste in her personal appearance ----- (_____)

a. A woman employee who shows marked efficiency in the work she does ----- (_____)
or b. A woman employee who accomplishes a great amount of work ----- (_____)

a. A woman employee who is self-possessed, well-poised and has a good family background ----- (_____)
or b. A woman employee with a thorough knowledge or skill in a particular type of business ----- (_____)

a. A woman employee who has the ability to assume responsibility in business emergencies ----- (_____)
or b. A woman employee with a general well-rounded education and training ----- (_____)

a. A woman employee who accomplishes a great amount of work ----- (_____)
or b. A woman employee with a general well-rounded education and training ----- (_____)

a. A woman employee who is self-possessed, well-poised and has a good family background ----- (_____)
or b. A woman employee who has the ability to assume responsibility in business emergencies ----- (_____)

a. A woman employee who is thoroughly reliable in all of her business relationships ----- (_____)
or b. A woman employee who accomplishes a great amount of work ----- (_____)

a. A woman employee who is tactful in meeting and dealing with all kinds of people ----- (_____)
or b. A woman employee who is self-possessed, well-poised, and has a good family background ----- (_____)

a. A woman employee who shows marked efficiency in the work she does ----- (_____)
or b. A woman employee with a thorough knowledge or skill in a particular type of business ----- (_____)

a. A woman employee who has the ability to assume responsibility in business emergencies ----- (_____)
or b. A woman employee who shows marked efficiency in the work she does ----- (_____)

a. A woman employee who accomplishes a great amount of work ----- (_____)
or b. A woman employee who is self-possessed, well-poised, and has a good family background ----- (_____)

a. A woman employee with a general well-rounded education and training ----- (_____)
or b. A woman employee who has initiative and who works independently ----- (_____)

a. A woman employee with a thorough knowledge or skill in a particular type of business (_____)
or b. A woman employee with a general well-rounded education and training (_____)

a. A woman employee who is well-groomed and shows good taste in her personal appearance (_____)
or b. A woman employee who is thoroughly reliable in all of her business relationships (_____)

a. A woman employee who has initiative and who works independently (_____)
or b. A woman employee who is tactful in meeting and dealing with all kinds of people (_____)

a. A woman employee who shows marked efficiency in the work she does (_____)
or b. A woman employee with a general well-rounded education and training (_____)

a. A woman employee who is self-possessed, well-poised, and has a good family background (_____)
or b. A woman employee who has initiative and who works independently (_____)

a. A woman employee who is tactful in meeting and dealing with all kinds of people (_____)
or b. A woman employee who accomplishes a great amount of work (_____)

a. A woman employee who is thoroughly reliable in all of her business relationships (_____)
or b. A woman employee who shows marked efficiency in the work she does (_____)

a. A woman employee who accomplishes a great amount of work (_____)
or b. A woman employee who is well-groomed and shows good taste in her personal appearance (_____)

a. A woman employee who has the ability to assume responsibility in business emergencies (_____)
or b. A woman employee with a thorough knowledge or skill in a particular type of business (_____)

a. A woman employee with a general well-rounded education and training (_____)
or b. A woman employee who is self-possessed, well-poised, and has a good family background (_____)

a. A woman employee who has initiative and who works independently (_____)
or b. A woman employee who accomplishes a great amount of work (_____)

a. A woman employee with a thorough knowledge or skill in a particular type of business (_____)
or b. A woman employee who is tactful in meeting and dealing with all kinds of people (_____)

a. A woman employee who is well-groomed and shows good taste in her personal appearance ---- (____)
or b. A woman employee who has the ability to assume responsibility in business emergencies ---- (____)

a. A woman employee who accomplishes a great amount of work ---- (____)
or b. A woman employee who is thoroughly reliable in all of her business relationships ---- (____)

a. A woman employee who is tactful in meeting and dealing with all kinds of people ---- (____)
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a. A woman employee who is self-possessed, well-poised, and has a good family background ---- (____)
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a. A woman employee who is well-groomed and shows good taste in her personal appearance ---- (____)
or b. A woman employee with a thorough knowledge or skill in a particular type of business ---- (____)

a. A woman employee who has initiative and who works independently ---- (____)
or b. A woman employee who has the ability to assume responsibility in business emergencies ---- (____)

a. A woman employee with a thorough knowledge or skill in a particular type of business ---- (____)
or b. A woman employee who is thoroughly reliable in all of her business relationships ---- (____)

a. A woman employee who shows marked efficiency in the work she does ---- (____)
or b. A woman employee who is well-groomed and shows good taste in her personal appearance ---- (____)

a. A woman employee who has the ability to assume responsibility in business emergencies ---- (____)
or b. A woman employee who is tactful in meeting and dealing with all kinds of people ---- (____)

a. A woman employee with a general well-rounded education and training ---- (____)
or b. A woman employee who is well-groomed and shows good taste in her personal appearance ---- (____)

a. A woman employee who is thoroughly reliable in all of her business relationships ---- (____)
or b. A woman employee who is tactful in meeting and dealing with all kinds of people ---- (____)

a. A woman employee who shows marked efficiency in the work she does ---- (____)
or b. A woman employee who is self-possessed, well-poised, and has a good family background ---- (____)

a. A woman employee who has initiative and who works independently ( )
or b. A woman employee who is well-groomed and shows good taste in her personal appearance ( )

a. A woman employee who accomplishes a great amount of work ( )
or b. A woman employee who has the ability to assume responsibility in business emergencies ( )

a. A woman employee who is self-possessed, well-poised, and has a good family background ( )
or b. A woman employee who is thoroughly reliable in all of her business relationships ( )

a. A woman employee who is thoroughly reliable in all of her business relationships ( )
or b. A woman employee who has the ability to assume responsibility in business emergencies ( )

a. A woman employee who is tactful in meeting and dealing with all kinds of people ( )
or b. A woman employee who shows marked efficiency in the work she does ( )

a. A woman employee with a thorough knowledge or skill in a particular type of business ( )
or b. A woman employee who has initiative and who works independently ( )

a. A woman employee who is well-groomed and shows good taste in her personal appearance ( )
or b. A woman employee who shows marked efficiency in the work she does ( )

a. A woman employee who has the ability to assume responsibility in business emergencies ( )
or b. A woman employee with a thorough knowledge or skill in a particular type of business ( )

a. A woman employee with a general well-rounded education and training ( )
or b. A woman employee who accomplishes a great amount of work ( )